

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

Phone: 03 9429 2950

Email: richmond.west.ps@education.vic.gov.au

PURPOSE

The purpose of this policy is to outline Richmond West Primary School's curriculum framework including:

- a curriculum plan showing how the eight learning areas will be substantially addressed and how the curriculum will be organised and implemented
- an explanation of how and when the curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum.

DEFINITIONS

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

POLICY IMPLEMENTATION

Richmond West Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way.

Richmond West Primary School curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content and understandings, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Richmond West Primary School will ensure that the curriculum meets the minimum standards with:

- **A time allocation per each of the eight learning areas as** defined by the Victorian Curriculum
- **A explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An outline of how the school will deliver its curriculum** - found in the Richmond West Primary School scope and sequence documents.
- **A whole school sequential and scaffolded curriculum**
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

Richmond West Primary School's unique school curriculum implements the Victorian Curriculum with some subjects being taught in Chinese and Vietnamese over two days. Literacy, numeracy and language,

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plus the humanities, are taught by the classroom teacher with the remaining subjects being taught by specialist teachers. Students will have the opportunity to learn in an Asian language - Bi-Lingual Chinese Mandarin and/or Vietnamese.

The school has four curriculum areas:

- Literacy, numeracy and language
- The humanities
- Science, technology and the arts
- Sustainability, kitchen garden, health & PE

Richmond West Primary School - Curriculum Time Allocations		
Subject	Year Level	Time Allocation per week
English	F-6	11 hours
Chinese Bilingual	F-6	10 Hours
Vietnamese Bilingual	F-2	5 hours
Maths	F-6 - Dual language English - Number strand Chinese/Vietnamese - Applied Mathematics	5 hours
Performing Arts	F-6	1 hour
Visual Arts	F-6	1 hour
Science/Technology	F-6	1 hour
Health and PE	F-6	1 hour
LOTE (Chinese)	F-6 (English classes only)	1 hour
Humanities	F-6 (Inquiry based within English classes)	2 hours
Kitchen Garden programme	F-6 (Linked to science and sustainability)	Offered at various times through the year

Literacy

- The literacy program at Richmond West Primary School is focussed on developing competent, confident and independent, readers and writers through a differentiated curriculum model. The differentiated curriculum model means that classroom teachers assess students before a unit of instruction to determine the learning goals of each child. Teachers then work in their teaching team to plan the teaching focus in response to student differences in readiness, interest and learning needs. To assist the teaching teams, a literacy coach is in place to support and guide planning, and curriculum delivery.
- An English lesson will involve daily teaching of a range of literacy skills and knowledge through demonstration, guided practice and independent practice.

Numeracy

- At Richmond West Primary school our Numeracy program is taught daily across all classrooms and within our Chinese bilingual program. There is a close collaboration between all staff to ensure that

all aspects of numeracy in the Victorian curriculum are covered throughout the year. Numeracy is taught every day with two days devoted to measurement and three days to number.

- Numeracy lessons begin with a warm up activity, followed by explicit instruction that models the learning intention and independent practice with support from the teacher. During independent practice, students work on a task designed by their teacher to meet their learning needs. At the conclusion of the lesson students regroup to share their learning, address any existing misconceptions and revisit the learning intention.
- Open ended tasks engage students in problem solving with explicit links to real world applications. Open ended tasks include: an enabling prompt, a question and an extension prompt which support all students on their mathematical journey.

Languages

- Languages are best learned by practising them, which includes listening and later recognising symbols and/or words to be able to read.
- At Richmond West Primary School we offer a Chinese immersion bilingual program F-6 and Vietnamese immersion F-2. Within a short space of time students can understand and speak the language and participate in a range of classroom activities.
- Students develop their vocabulary and oral language skills through activities such as singing, using gestures, role plays and games involving asking and answering questions.
- The Victorian Curriculum requirements of literacy, numeracy, inquiry units and cultural studies are all delivered in the target language.

Science

- The Richmond West Science program provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our life.
- We cover the four main areas of science: earth and space science, chemical science, physical science and biological science.

Technology & Digital Literacies

- Digital literacies are integral tools in the learning process, and have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning and facilitating change in learning, thinking and teaching.

Visual, Media and Performing Arts

At Richmond West teaching practice in the arts is explicit and purposeful. Learning in the arts is underpinned by the belief that all students can learn the skills, knowledge and understandings from the content and outcomes of the curriculum. Our teaching programs allow students to build on previous experiences, to practise skills and to apply knowledge in different contexts.

- The Visual Arts curriculum is carefully scaffolded across year levels and aligns to the Inquiry Based learning where possible.
- Students look at music from around the world and how these different techniques and instruments have influenced the music they listen to now.

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- Students learn about why people dance and how dance can be used to tell a story. They look at Indigenous Stories and how people from different cultures express themselves through dance.
- Students are introduced to drama through games and improvisation. They learn about a number of drama elements including role, situation and focus.

Health and Physical education, sustainability

- We offer a variety of opportunities for students to develop their motor skills and increase their level of personal health and fitness. Students develop a broad spectrum of movement skills, personal and social skills, knowledge, motivation and confidence to engage in healthy activity throughout their lives.
- Students have access to a range of before school programs designed to improve every aspect of their fitness including AFL, athletics, netball and hockey.
- A garden area and beehive station is used for the kitchen garden programme, science, numeracy teaching experiences.

Assessment and Reporting

Richmond West Primary School undertakes a range of student assessment and reporting activities to inform and support student learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. Richmond West Primary School has a comprehensive assessment schedule available on the school's website.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- **Student reporting:** Richmond West Primary School reports to parents/carers using student reports, to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- **School reporting:** Richmond West Primary School reports to the local community via the annual report, providing a concise summary of the school's achievements and progress. This is available on the school's website
- **System reporting:** The Department reports Richmond West Primary School's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years Prep to 6
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

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Note: There may be specific instances where Richmond West Primary School decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

In addition to producing student reports, schools will offer a parent-teacher conference to discuss the student's progress.

Richmond West Primary School will assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed.

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, and 5 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year.

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

Schools use the English Online Interview to generate a wide range of reports that can provide valuable diagnostic information to inform program planning and resource allocation. At the start of each year all Prep students at Richmond West Primary School are assessed using the English Online Interview (this assessment is optional for Year 1 and Year 2 students).

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The interview is a one-to-one interview between the teacher and student with the teacher recording the responses in an online system. This interview assesses students against the three modes of English (Reading, Writing, Speaking and Listening) and is accessible by all Prep to Year 2 teachers in Victorian government schools during a defined 4 week period at the start of each year contains a wide range of support materials for administering the interview.

1. Program Development

Richmond West Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will provide at least 25 hours student instruction per week.

2. Program Implementation

The Richmond West Primary School Improvement Team (SIT) will determine the curriculum program for the following year, based on student demand and the needs of the school's curriculum plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum.

The DET requirements related to the teaching of Languages, Physical Education, and New Arrivals Program/English as an Additional Language (EAL) is implemented through our EAL, bilingual and LOTE programs.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide (see resources)

Curriculum leaders will be required to review curriculum resources (where applicable), and prepare a comprehensive annual program budget and present these to the Finance Subcommittee as part of the school's annual budget

3. Student Wellbeing and Learning

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Richmond West Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum stages of schooling

4. Students with Disabilities

The DET and Richmond West Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Richmond West Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

5. Koorie Education

Richmond West Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

6. Program Evaluation & Review

Richmond West Primary School SIT will meet regularly (at least once per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used will include Compass analytics and Google Drive.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

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Managing student records

Schools are required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). Richmond West Primary School operates a system for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

Where public records are stored with an online service (services that provide virtual spaces and portals through which information can be stored and shared, and transactions between schools and parents/carers can be recorded, e.g. cloud technologies), Richmond West Primary School must be able to have access to those records for the retention period.

Note: The Department has developed policy to assist schools to meet legislative and business requirements for the creation, storage and disposal of records.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website communications platform (COMPASS)
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Included in parent handbook/manual
- Discussed at parent information sessions
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

RELATED SCHOOL POLICIES

- Bi-Lingual Policy
- Bullying Prevention Policy
- Digital Learning Policy
- Student Engagement and Wellbeing Policy

RELATED DET RESOURCES

The Department's Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Records Management – School Records](#)

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POLICY REVIEW AND APPROVAL

This policy will be reviewed within the school review cycle and/or updated to reflect changes in DET regulations or school circumstances.

Policy last reviewed	February 2022
Approved by	Principal
Consultation	N/A
Next scheduled review date	February 2026