

**Karingal Heights Primary School**

**CURRICULUM FRAMEWORK POLICY 2021**



**Help for non-English speakers**

If you need help to understand the information in this policy please contact Karingal Heights Primary School on 9789 3288.

Karingal Heights Primary School’s curriculum is taken from the Victorian Curriculum. This document contains extracts from a more detailed curriculum, assessment and reporting policy statement prepared by this primary school. These extracts are provided as contextual information, to support viewing the examples of the four interrelated layers within whole-school curriculum planning.

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The vision of Karingal Heights Primary School as defined in the Strategic Plan is to empower students to be successful members of the global community. The school’s mission is to work in partnership with the school community to provide a safe, inclusive and supportive learning environment with high expectations, both academically and personally. The objective of Karingal Heights Primary School is to ensure all our students leave our school as responsible, caring, resilient and engaged global citizens. We will instill in our students the skills and confidence to embrace challenges and opportunities in their future.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include an adapted Café Reading program, Jolly Phonics and Jolly Grammar program and Respectful Relationships wellbeing program. The school is also working towards tiered fidelity across the school in School Wide Positive Behaviours. In addition to the comprehensive classroom programs offered in literacy and numeracy, classroom programs address the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Japanese) and Visual Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a yearly camp for children in grades 4 – 6 and excursion initiatives. The school is an active participant in district sport competitions.

The School Improvement Team, currently comprising the Principal, Wellbeing Coordinator and all teaching staff, ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in literacy, numeracy and School Wide Positive Behaviour. Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual Arts, Language (Japanese), and we are currently working on delivering a structured music program. Supportive curriculum initiatives and programs include intervention in Jolly Phonics and the DET Tutoring Initiative focusing on reading and numeracy.

The School Improvement Team is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN, PAT testing and an analysis of school performance data including student, staff and parent surveys.

**Aims:**

* To provide a sequential teaching and learning program that delivers a comprehensive broadly based and inclusive curriculum.
* To ensure that school curriculum programs are designed to enhance effective learning ensuring maximising student outcomes through a differentiated and target curriculum framework.
* To provide a coherent program that enables effective connections across curriculum areas.

**Implementation**

* TheVictorian Curriculum will be used as a framework for curriculum development and delivery at years F to 6 in accordance with DET policy and guidelines.
* Our 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.
* Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
* Our school when developing its Curriculum Planwill provide at least 25 hours student instruction per week.
* The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.
* The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
* The Staff will meet regularly to track whole school data and identify potential curriculum areas that require focus.
* 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 and on the school website.

**References:**

 The Victorian Curriculum and Assessment Authority curriculum planning

**POLICY REVIEW AND APPROVAL**

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| Policy last reviewed  | December 2021  |
| Approved by  | Principal  |
| Next scheduled review date  | December 2024  |