



CARNEGIE PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY

Purpose

At Carnegie Primary School (CPS), we focus strongly on maintaining and fostering our school as a learning community, valuing interaction between and contribution from students, parents, teachers and the wider community.

Our main aim is to foster in students, qualities and skills which will enable them to be successful, confident and tolerant individuals, able to contribute positively to a constantly changing society.

We value lifelong learning and our curriculum planning and delivery reflects this. We prioritise engaging students and allowing them to achieve across all areas of their schooling. In particular, through:

- valuing and facilitating academic excellence
- supporting students to attain their individual potential by building on their strengths and experiences
- encouraging, recognising and rewarding achievement and effort
- developing in students such qualities and social skills as resilience, responsibility, communication, independence, problem solving, creativity and respect for themselves and others
- providing and fostering a cooperative environment where students can share the responsibility for their own learning, behaviour and health

Scope

Carnegie Primary School offers a comprehensive curriculum that is fully in line with the Victorian Curriculum. We strongly emphasise the development of skills in English and Mathematics. Specialist programs are offered in the Arts, Physical Education, ICT and a language other than English, Japanese, with a perceptual motor program (PMP) provided in prep. An overview of our whole school approach to other areas of the curriculum can be found in our 'Discovery' Scope and Sequence.

Carnegie Primary School's Discovery Scope and Sequence has been developed by aligning curriculum areas which have a natural fit. For example Materials and Technologies Specialisations in Design Technologies ("explore characteristics and properties of materials") with Chemical Science (objects are made of materials and objects can be changed). Our Discovery Scope and Sequence is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to give Carnegie Primary School students the opportunity to delve deeper into subject areas, resulting in:

- stronger connections between topics and concepts
- solid foundations in knowledge, understandings and skills
- stimulating learning environments that engage and challenge
- curious and inquisitive learners
- flexible thinking and problem solving skills

Policy Statement

Curriculum covers all arrangements the school makes for students' development and learning. It includes the course content, teaching approaches, learning tasks and the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources. Carnegie Primary School encourages every student to strive for excellence in all of their endeavours.

We are committed to implementing a comprehensive, rich and inclusive curriculum program that:

- is outcome focussed;
- is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning;
- is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation;
- provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners;
- enables students to interact with other students and the wider community;
- is compliant with Department of Education and Training (DET) policies and based on the Victorian Curriculum.

Guidelines

Carnegie Primary School will determine the curriculum program for the following year, based on provision needs and departmental policy requirements.

The Principal has the overall responsibility for the implementation of curriculum at CPS. Through shared leadership, aspects of this role can be delegated to Learning Specialists, Curriculum Leaders and other staff members who will work in conjunction with the principal in developing curriculum goals, priorities and programs. Curriculum Teams will develop specific curriculum areas and provide professional development to the staff as a whole.

CPS will maintain a consistent approach to the structure and delivery of lessons across the school with a whole school Instructional Model. We will follow evidence-based high impact teaching strategies that reflect the values of Carnegie. Our approach is a combination and adaptation of the e5 Instructional Model and Marzano's I Do, We Do, You Do Model.

Each term, level teams will produce a curriculum planning document detailing the learning focuses of the term. Weekly Professional Learning Team meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation. This will include references to the Victorian Curriculum.

The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.

The DET places a high priority on the teaching of EAL. Our school also places a high priority on the implementation of EAL teaching and learning.

The Carnegie Primary School's 'Discovery' teaching of The Arts (dance, drama, media arts, music and visual arts), The Humanities (civics and citizenship, economics, geography, history), Science and Technologies (design and technologies, digital technologies) are an integral component in curriculum planning and delivery.

The school has a range of specialist programs to deliver various curriculum programs, such as Japanese Language, Physical Education, ICT, Music and Visual Arts. These will be offered depending on school/DET priorities, access to qualified teaching staff, and timetable provisions.

Alongside the Learning Areas, DET recognises the importance of capabilities that students require for life-long learning, social development and active and informed citizenship. Our school also recognises the importance of the capabilities and embed these in the curriculum.

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10. Our school also embeds these in our curriculum.

A range of teaching resources that support content delivery will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs.

A comprehensive assessment schedule will be devised and implemented to support assessment of student learning.

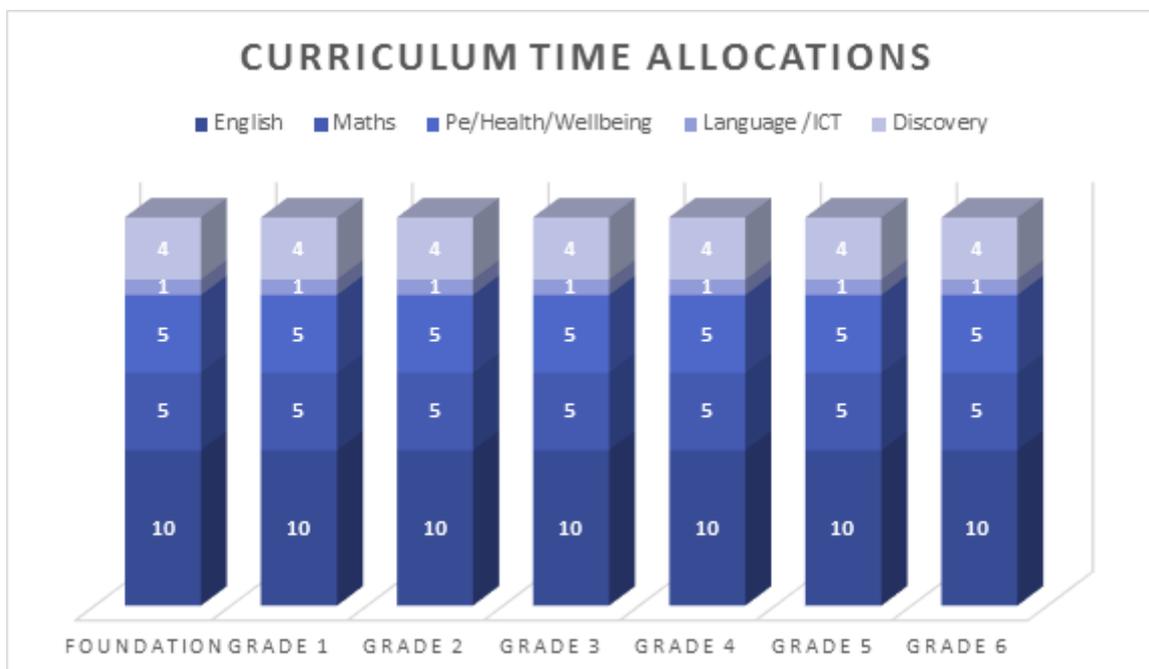
Implementation

Each year Carnegie Primary School will map out its curriculum plan. All students Years Foundation – 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum priorities through our daily, weekly, term and annual planning. Extensive documentation includes curriculum team reflections, goals and priorities, curriculum scope and sequences, assessment schedules, reporting statements, term overviews, unit plans and weekly planners.

The following table provides the time tabled allocation for the Victorian Curriculum learning domains at Carnegie Primary School. In addition, our Discovery Scope and Sequence encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

Curriculum Time Allocations - Foundation to Year 6

Subject	Foundation	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Writing	5 hours (4hrs x writing; 1hr handwriting)	5.5 hours incl handwriting, grammar and word study	5 hours Writer's Notebook x1 Writing x3 Handwriting 0.5 Word study 0.5	5.5 hours incl grammar and writer's notebook	3 lessons writing 1 x45 min grammar lesson 1 hour spelling	5 (this includes word study)	5 hours
Reading	5 hrs 40 mins (4 hrs x CAFE Reading; 20mins x 5 Bookbags)	5 hours (including Library, Bookbags and 4 x CAFE sessions)	5 CAFÉ Reading x4 Library0.5 Book Bags 0.5	5.5 including library	4 CAFÉ reading 30 mins library	5 hours	5 hours
Numeracy	5 hours	5 hours	5 hours	5 hours	5 hours X2 15 min auto recall sessions	5 hours	5 hours
Discovery	2 hrs (1hr dance incursion; 1hr merged with wellbeing focusing on personal & social health)	2 hours	2 hours	2 hours	2 sessions (term 3 is integrated with reading and writing but coloured coded on the planner)	2 hours	2-3 hours
Wellbeing	2 hrs (1 hr RRRR; 1 hr class discussions & Fantastic Friday)	2 hours (includes Bounce Back and Development al Play times)	1-2 hours (RRRR/Fantastic Friday)	1 hour	X 1 RRRR	1 hour	1-2 hours
Class Meetings	1hr (incidental informal & formal discussions usually addressing social/friends hip/growth mindset issues)	30 mins + daily chats about incidentals in the playground and discuss strategies to solve friendship issues etc.	0.5 (sometimes formal meeting can't happen every week, but multiple check-ins class conversations per day)	30 mins	1 fortnightly	30mins every fortnight (often with circle time)	1
PE (in class and including specialist PE lesson)	2.5 hours	2.5 - 3 hours	2.5-2.75 hours	2 hours Plus 1 hour optional fitness activities on Friday afternoons	2 hours Plus 1 hour optional fitness activities on Friday afternoons	3 hours (including 5% sport)	3.5 hours (including 5% sport)



- Discovery includes:
 - The Arts (dance, drama, media arts, music and visual arts),
 - The Humanities (civics and citizenship, economics, geography, history),
 - Science,
 - Technologies (design and technologies, digital technologies) and
 - The Capabilities (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social)
- In many instances, Discovery units are also integrated in the English and Maths Block through units of study
- Students participate in one semester of specialist Language and one semester of specialist ICT subjects
- Students participate in either music or visual art specialist lessons

Program

Our school will provide a variety of programs to address the specific needs of students in relation to gender, disabilities, learning difficulties, giftedness and students from language backgrounds other than English.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

The school will offer camps, excursions and incursions to complement the curriculum.

Special school events and days will be celebrated at the school to enhance curriculum programs.

For example:

- Education Week, Japanese Day, Science Week, Book Week, NAIDOC Week
- Harmony Day, R U OK Day?, 100 days of Prep, International Day Against Homophobia, Transphobia, and Biphobia, Lunchtime activities
- Cross Country, Athletics Day, Swimming Sports, Sports Dress Up Day

To actively support these curriculum areas, the following enrichment programs are provided:

- Biennial art exhibitions and whole school concerts
- Coding Club
- Japanese Club
- Water safety program and swimming lessons
- Interschool sport
- Junior School Council
- Student Leadership Programs
- Prep buddy program
- Kinder buddy program
- Instrumental music lessons from external providers (piano, keyboard, guitar and violin)
- Math Olympiads
- Victorian High Ability Program (VHAP)

Program Evaluation and Review

Curriculum teams will meet regularly (at least twice per term) to identify curriculum needs and to identify potential curriculum areas that require focus. Curriculum leaders ensure a clear vision and rationale for their areas through a review cycle.

Data leaders will meet regularly (at least twice per term) to track and discuss cohort specific and whole school data.

Professional learning teams will be allocated time to track level data and to plan weekly curriculum areas based on prior teaching and learning, data and next steps.

Data analysed will include, but is not limited to, MOI, NAPLAN, Essential Assessment, Progressive Achievement Tests (PAT), Running Records, school -based testing, teacher judgments based on learning outcomes in the Victorian Curriculum and student self- assessments. The Google platform will be used as a whole school tool to store, collect and analyse data.

Opportunities for peer observations and feedback on curriculum delivery and instruction will be offered.

Evaluation

This policy was ratified in **September 2021** and will be reviewed as part of the school's four-year review cycle or sooner if necessary due to changes in regulations or circumstances.