



Be Respectful Be Safe Be Kind Be a Learner

## Curriculum Framework

### RATIONALE

The core purpose of Rangebank Primary School, as defined in our school vision, is to provide a safe, supportive and inclusive environment for all students, staff and members of our community; an environment that recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Rangebank Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

To achieve this, staff work in a collaborative and collective manner, focusing on students' achievements to inform teaching and learning programs that are sequential, engaging and inclusive. The school is committed to a holistic approach to the growth of each student and seeks to develop respectful, empathetic and determined students who demonstrate independence, creativity and strong social values.

### AIMS

Rangebank Primary School will recognise and respond to diverse student needs when developing its curriculum programs and planning, providing a guaranteed and viable curriculum that defines increasingly complex knowledge, skills and concepts and enables students to develop deep levels of understanding, knowledge and the skills for life-long learning. Rangebank Primary School will strive to provide opportunities for students to give voice to their interests and needs and to have input into the school's curriculum and to establish a learning community where continuous improvement is embedded in the school's ethos and culture. Rangebank Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools. The Victorian Curriculum will be implemented from Years Foundation to Six.

### DEPARTMENT OF EDUCATION GUIDELINES

Current regulatory curriculum requirements as set by the Victorian Registration and Qualifications Authority (VRQA) state: A framework must be in place for the organisation, implementation and review of a school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas of the Victorian Curriculum are substantially addressed.

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At the Foundation stage (Prep-Year 2) schools focus on five curriculum areas: English, Mathematics, The Arts, Health and Physical Education and the Personal and Social Capability.

At the Breadth stage (Years 3-8) schools broaden the focus to include each of the curriculum areas with a focus on English, Mathematics and Science.

## IMPLEMENTATION

The Rangebank Primary School Curriculum Plan will be based on a stages of schooling approach based on the Foundation Stage (Prep-Year 2) and Breadth Stage (Years 3 – 8). Teaching teams will meet weekly to share pedagogical content knowledge about the curriculum and will plan skill and content-specific instruction to meet the needs of a cohort of students or individual students; standardised term and unit planning approaches and templates will be used. Professional Learning Community approaches will be used to engage teams of teachers in developing, implementing and reviewing the teaching and learning program. Professional Learning Team meetings will follow a data informed approach, focussing on developing student outcomes through analysis of data and reflection and development of teaching practices. Leadership will guide and participate in PLT and planning meetings to facilitate coherent and sequential programs across the school. Further consistency will be achieved through regular analysis and moderation of assessment data by teaching teams. Data analysed will include, but is not limited to, NAPLAN, teacher judgments based on learning outcomes in the Victorian Curriculum, surveys completed by staff, students and parents, formalised school testing including Benchmark Reading assessments, PAT Testing and student work samples. The focus of teaching and learning will be on students' point of need and teachers will use formative assessments to identify gaps in students' learning and to monitor the progress of each student. The staff will participate in targeted, ongoing professional learning to ensure curriculum remains current and best practice is used for planning, teaching and assessment. This will include networking, action research, collaboration, coaching, mentoring and observation.

Specialist programs from Prep to Year 6 will be delivered for Physical Education, Arts, STEM and Hindi and additional support programs will be provided such as Tiered Intervention and Individual Education Plans as well as individual programs prepared for students with disabilities. ICT and general capabilities will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

Student achievement will be reported against the learning achievement standards set out in the Victorian Curriculum and EAL Curriculum Standards. Formal written reporting will occur twice a year in June and December. Student Led Conferences will occur in term 3.

The school will provide 25 hours of student instruction per week, the time allocations per week will be as follows:

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	F - 2	3-4	5-6
<b>English</b> (Reading & Viewing, Writing, Speaking & Listening, Spelling)	12 hours	10 hours	10 hours
<b>Mathematics</b> (Statistics and Probability, Measurement and Geometry, Number and Algebra)	5 hours	6 hours	5 hours
<b>Physical Education</b>	1 hour	1 hour	1 hour
<b>Sport</b>			1.5 hours
<b>The Arts</b>	1 hour	1 hour	1 hour
<b>Languages</b> (Hindi)	1 hour	1 hour	1 hour
<b>STEM</b>	1 hour	1 hour	1 hour
<b>Humanities*</b> Geography, History Civics & Citizenship, Economics & Business	2 hours	2 hours	2 hours
<b>Other</b> SWPBS, R&R, health	1 hour	2 hours	1.5 hours
<b>Community</b> (assembly)	1 hour	1 hour	1 hour
<b>Total</b>	25 hours	25 hours	25 hours

Stages plan:

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	F-2	3/4	5/6
Health	Ongoing	Ongoing	Ongoing
Geography	Semester 1	Semester 1	Semester 1
History	Semester 2	Semester 2	Semester 1
Civics and Citizenship			Semester 2
Economics			Semester 2

Reporting schedule:

	F-2	3/4	5/6
English	June & December	June & December	June & December
Maths	June & December	June & December	June & December
Physical Education	June & December	June & December	June & December
Arts	December	December	December
Hindi	December	December	December
STEM	December	December	December
Health	Odd year	Odd year	Odd year
Geography			Even year
History			Even year
Civics and Citizenship			Odd year
Economics			Odd year
Personal and Social	December	December	December
Ethical		Even year	Even year
Critical and Creative thinking		Odd year	Odd year
Intercultural		Odd year	Odd year

This policy was last updated on 03/2023 and is scheduled for review on 03/2024. This policy will also be updated if significant changes are made to DET policies and guidelines and/or in response to the needs of the school community.

### CURRICULUM REVIEW PLAN

	Term 1	Term 2	Term 3	Term 4
Whole School Plans			In response to NAPLAN and school data curriculum priorities are reviewed by SIT and T&L Leadership	
Term Planner	In termly PLT level reviews, term level planning is audited and adjusted in the light of school assessment data.			
Unit Planner	In planning and PLT meetings unit planners are reviewed and adjusted to meet student point of need.			
Teaching Practice	In PLT meetings, teachers and teams reflect on current practice and engage in co-learning to meet identified needs.			
		Teachers are provided with multiple opportunities to engage in peer reflection and review of teaching practice both within and across teams.		

Signed



Principal

School Council President

Date 22/3/23