



CURRICULUM FRAMEWORK POLICY

OVERVIEW

Curriculum covers all 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.

At Macedon Primary School we aim to provide comprehensive and innovative programs to enable our students to reach their full potential and to equip themselves with the skills and knowledge to become lifelong learners. Developing a student's sense of resilience and the ability to value themselves and others is of pivotal importance. We encourage initiative, persistence and excellence to be successful in an ever changing world.

To embed this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum to all students whilst working to foster an increasing sense of student voice and learner agency. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring the school's values of Respect, Responsibility, Creativity, Integrity and Teamwork.

The school provides a comprehensive curriculum with a strong focus on Literacy and Numeracy. In addition to the comprehensive classroom programs offered in Literacy and Numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. Specialist teachers provide instruction in Physical Education, Language (Indonesian), Performing Arts and Visual Arts.

The capabilities of Personal and Social Learning, Critical and Creative Thinking, Ethical Learning and Intercultural Learning are addressed within these curriculum areas and supported by a range of camps, excursions, incursions and interschool initiatives. The school is an active participant in District Sport competitions as well as providing opportunities for students to participate in onsite, instrumental music and theatre programs.

Student Wellbeing is at the forefront of our curriculum planning with all classes participating in the "Resilience, Rights and Respectful Relationships" program. Designated weekly sessions are embedded into planning with a focus on our school values, bullying, resilience and social and emotional policies.

Our teachers work in teams across levels to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Mini Lit and Literacy Intervention, the placement of Education Support Staff, the development of Individual Learning Plans and modified programs for individual students provide additional support for students when required.

The school structure includes a Leadership Team comprising of the Principal, Leading Teacher and Learning Specialist who support staff on school improvement priorities outlined within the School Strategic Plan and Annual Implementation Plans. A School Improvement Team adds a further layer of leadership, comprising of the Leadership Team and additional middle level leaders from each Professional Learning Team. This creates opportunities for leadership development. The goal of this team is to focus on whole school improvement. Professional Learning Communities focus on

embedding high quality and consistent curriculum, assessment, data analysis and pedagogical practice throughout the school so that students receive high quality programs.

CURRICULUM GUIDELINES

The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the Principal in developing curriculum delivery and programs. The Leadership and School Improvement Team will assist in developing specific curriculum areas and provide advice to the staff as a whole.

Macedon Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Reasonable adjustments will be made for students with disabilities in both the planning and assessment of their learning. The school is committed to providing culturally appropriate and inclusive programs to Koori students through supporting the development of high expectations and individualised learning plans for Koori students. Creating an environment that respects, recognises and celebrates cultural identity through our practices and curriculum is also highly valued.

Our school will:

- comply with all DET guidelines about the length of student instruction time required in Victorian Government schools
- work in conjunction with the Mathematics and English policies
- support students with transition into school, through school and on to secondary education.
- plan detailed scope and sequence and team planning documents that will be aligned with the Victorian Curriculum F-10, which specifies the skills children and young people need for success in work and life
- ensure that it has a comprehensive budget to support curriculum programs
- formal budget requests will be submitted by program leaders by the end of term 3 before the next school year. These will be compiled by the Principal and discussed in the Finance Subcommittee meeting. Indicative budgets must be approved by School Council prior to the school year. **Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year**
- produce a curriculum planning document from each year level teaching team, detailing the learning focuses of the term. Year level teams will plan their programs together to ensure a consistent approach
- actively participate in weekly Professional Learning Team meetings that will have a focus on student learning data through the data wall process and writing moderation, ultimately having student growth at the forefront
- provide time for Professional Learning Teams to plan in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation
- develop a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understandings of the whole school curricular

<http://victoriancurriculum.vcaa.vic.edu.au/>.

- teach Literacy and Numeracy as an integral component in all curriculum planning and delivery.
- teach Science as an integral component in curriculum planning and delivery. Utilising Middle Gully Reserve to enhance the Science curriculum is a priority.
- teach Humanities as an integral component in curriculum planning and delivery.
- learn about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability and make sure it is embedded in the learning areas of the Victorian Curriculum F–10.
- have a range of specialist programs to deliver various curriculum programs such as Languages, Physical Education, Performing Arts and Visual Arts.
- provide a curriculum which will incorporate an inquiry approach which encourages purposeful cross curriculum opportunities to enhance learning through meaningful context, using the “Creating Curiosity” planning documents.
- provide a range of DET programs that will support curriculum delivery in the school. These may include English as an Additional Language (EAL), program, Literacy Intervention (MiniLit), Health Education, Drug Education, Koorie Education, and the Program for Students with Disabilities (PSD). For more information about the PSD see:

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx>

- access a range of teaching resources when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials that do not offend students and the wider community. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as text books, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances.
- adhere to a comprehensive assessment schedule that has been devised and implemented to support assessment of student learning (See MPS Assessment Schedule).
- offer excursions and/or incursions to complement the curriculum. Generally, one excursion and one incursion will be organised per year. Other experiences, such as camps, sporting programs and leadership courses will also be offered.
- hold special school events and days that will be celebrated at the school to enhance curriculum programs. For example: STEAM Week, Education Week, Harmony Day, Book Week, NAIDOC and year level learning expos.

Curriculum Areas will include:

LEARNING AREAS	CAPABILITIES
THE ARTS <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication • Design 	<ul style="list-style-type: none"> • Personal and Social • Ethical • Critical and creative thinking • Intercultural

ENGLISH HEALTH AND PHYSICAL EDUCATION THE HUMANITIES <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History LANGUAGES <ul style="list-style-type: none"> • Indonesian MATHEMATICS SCIENCE TECHNOLOGIES <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	
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Time Allocations per Learning Area

The curriculum is based on the Victorian Curriculum (Foundation to Year 10). The timetable is structured on a weekly basis. The current school timetable is structured into 45 minute sessions. The breakdown of the weekly cycle is as follows:

FOUNDATION TO YEAR 2			
FOUNDATION		YEAR 1/2	
Domain	Minutes per week	Domain	Minutes per week
English	600	English	600
Mathematics	300	Maths	300
Integrated Studies including	180	Integrating Studies including	180
➤ <i>Science</i>		➤ <i>Science</i>	
➤ <i>The Humanities</i>		➤ <i>The Humanities</i>	
➤ <i>Technologies</i>		➤ <i>Technologies</i>	
Languages (Indonesian)	45	Languages (Indonesian)	45
Health and PE	100	Health and PE	100
The Arts	90	The Arts	90
Additional programs that operate in this structure			
Weekly Assembly Buddies Library Play Based Learning Resilience, Rights and Respectful Relationships Cross-country, Athletics, Tabloid Sports Incursions / excursions Camps Orienteering		Weekly Assembly Swimming Program Library Play Based Learning Resilience, Rights and Respectful Relationships Cross-country, Athletics, Tabloid Sports Incursions / excursions Camps Orienteering	

Year 3-6			
Year 3/4		YEAR 5/6	
Domain	Minutes per week	Domain	Minutes per week
English	600	English	600
Mathematics	300	Maths	300
Integrated Studies including	180	Integrating Studies including	180
➤ <i>Science</i>		➤ <i>Science</i>	
➤ <i>The Humanities</i>		➤ <i>The Humanities</i>	
➤ <i>Technologies</i>		➤ <i>Technologies</i>	

Languages (Indonesian)	45	Languages (Indonesian)	45
Health and PE	120	Health and PE	180
The Arts	90	The Arts	90
Additional programs that operate in this structure			
Weekly Assembly Library Resilience, Rights and Respectful Relationships Cross-country, Athletics, Tabloid Sports Incursions / excursions Camps Student Expos School Production Orienteering		Weekly Assembly Library Buddies Resilience, Rights and Respectful Relationships Intra school Cross-country, Athletics, Interschool sport School Production Student Expos Incursions / excursions Camps Student Transition Orienteering	

PROGRAM OVERVIEW

Program development

Macedon 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, indigenous background 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.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.
- The school will implement the Framework for Improving Student Outcomes (FISO) which provides a model for continuous school improvement and uses the following four critical phases:
 - Evaluate and diagnose
 - Prioritise and set goals
 - Develop a plan
 - Implement and monitor

Program Implementation

- The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation and common templates will be used.
- 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 'Using Digital Technologies to Support Learning and Teaching' and the school's own Digital Media policy.

<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=69>

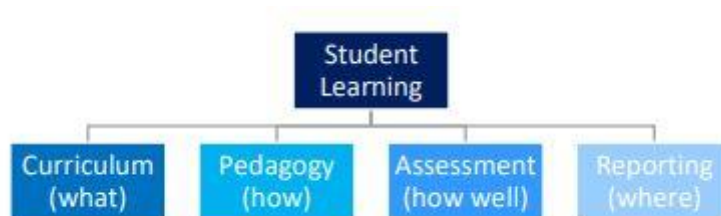
- The curriculum will be implemented in accordance with the school's Time Allocation per Learning Area outline, located in this policy document.

Curriculum and Teaching Practice Review

- The school's curriculum will be audited and reviewed on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
- All staff will participate in the Staff Performance and Development Process in which goals are aligned with the school's Annual Implementation Plan and the Victorian Institute of Teaching and School Leadership (AITSL) standards.
- The school will utilise DET policy and guidelines, online resources, internal and external expertise including learning walks, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching. The implementation of Professional Learning Communities will support teachers to utilise student learning data to reflect upon and improve their teaching practice.

STUDENT LEARNING OUTCOMES STATEMENT

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.



Curriculum defines what it is that students should learn, and the associated progression or continuum of learning. Macedon Primary Schools follows the Victorian Curriculum F-10, including Levels A, B, C, D towards Foundation for individual students.

Pedagogy describes how students will be taught and supported to learn.

Assessment identifies how well a student has (or has not) learnt specified content. Teachers follow the Macedon Primary School Assessment Schedule which is regularly reviewed.

Reporting explains to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to achievement standards).

The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.

Data Collection:

- The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmark Assessment, Essential Assessments, PAT Reading and PAT Math and On Demand Assessments).
- Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets and goals.

Data analysis:

- All teaching staff will implement the school's Assessment Schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plans.
- The School Leadership Team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- The School Leadership Team, in consultation with School Improvement Teams, will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.
- Professional Learning Communities (PLCs) will track cohort and individual data to also identify teaching and learning areas that require further focus.
- Data will be used to determine student support options for those at risk, which may include developing an Individual Learning Improvement Plan, provision of extra teaching support, such as MiniLit and/or referral for further assessments.
- Data will also be used to identify students working above the expected level and to determine school actions or programs that could challenge, extend and meet student needs.

Data and Achievement Reporting:

Data will be reported in different ways according to the audience.

For Students: Feedback will be given about current learning and areas for future learning.

For Staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and electronic student work samples or learning tasks will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings each term provide a shared opportunity for parents and staff to reflect on the progress of students who have individualised needs and adjusted programs.

For Community: 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. A community meeting is held each year for the purpose of sharing the School Annual Report to interested parties.

REVIEW CYCLE AND EVALUATION

This policy was last updated on February 2021 and is scheduled for review in February 2025.