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| U:\EWC\Logo & Letterhead\Coral Park Logos\Coral Parklogo.gif | Curriculum Policy |

***RATIONALE:***

The core purpose of this school as defined in the strategic plan is to provide a safe and inclusive learning environment that inspires students to reach their potential and prepares them to be valued members/citizens of the wider community. Our current values are respect, responsibility, determination and resilience. Coral Park Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs, with explicit and targeted teaching, that deliver a comprehensive, broadly based and culturally inclusive curricula.

In line with the Victorian Curriculum and DET initiatives, the school provides a comprehensive curriculum with a strong focus on the school’s priorities of literacy, EAL and numeracy. Curriculum initiatives include STEAM, Respectful Relationships, School Wide Positive Behaviour Support (SWPBS), Fountas and Pinnell Literacy Program (F&P), SMART Spelling, VCOP, Little Learners Love Literacy (LLLL), Seven Steps of Writing, Back to Front Maths and Top Ten Maths.

In addition to the comprehensive classroom programs offered in Literacy and Numeracy, an inquiry program addresses the curriculum areas of Humanities, Technologies, Language (Auslan), the Capabilities and Health. These curriculum areas are also cross referenced with the Literacy and Numeracy program to ensure sufficient time is allocated to address the content.

Specialist teachers provide instruction in Physical Education, Science and The Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of outdoor education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in music, singing, guitar, drums and keyboard programs.

Each year the school will map out its curriculum through whole school planning and PLC team meetings (as outlined in the Coral Park Primary School PLC Guidelines). This planning will be in line with the School Strategic Plan and the Annual Implementation Plan. PLC teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. There is a time allocation for each of the learning areas and these times are reflected in weekly planners. (Appendix 1) The figures quoted are an approximation as weeks may need to be altered depending on changes to the program due to incursions, excursions, special days etc.

To help our students achieve the best results that they can at school, Coral Park Primary School has developed an instructional model that is followed by all staff. (Appendix 2). The Coral Park Primary School Instructional Model is the framework to be used during curriculum planning and delivery. PLC teams are currently responsible for core curriculum development and delivery in Literacy, Numeracy and integrated classroom curriculum programs. Supportive curriculum initiatives and programs include EAL support, Literacy support and extension using the F&P Levelled Literacy Instruction (LLI) program and Maths support and extension.

The school has priority teams with a curriculum leader and teacher membership from each level of the school. These teams focus on Literacy, Numeracy, Digital Technologies, Wellbeing, EAL, and Community Engagement.

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 and an analysis of school performance data including student, staff and parent surveys.

A guaranteed and viable curriculum is important to the school, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

***AIMS:***

To implement a dynamic curriculum program that;

* Is compliant with DET policies and based on Victorian Curriculum.
* 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, catering 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

***Curriculum Guidelines***

To support the delivery of the curriculum at Coral Park Primary School, we will access and select a wide range of suitable educational resources to support the curriculum taught, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities to support student learning.

There will be a broad offering of programs to meet demand and are designed to enhance effective learning for the 21st century, incorporating ICT skills and technology relevant to students immediate and future learning.

Preparing young people for the transition from Kinder to School and then from Year 6 into Secondary education will be an important element in Foundations and Year 6 programs.

Teaching and learning programs will be resourced through Program Budgets. These budgets will be reviewed annually and adjusted accordingly.

The school will;

* Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
* Comply with all DET guidelines about the length of student instruction time required in Victorian schools. (See Appendix 1).
* Utilise School Data to inform our whole school approach to high quality development of teaching and learning, pedagogy and curriculum.
* Have curriculum planning documents that reflect the school priorities of Literacy, Numeracy, EAL and ICT.
* Structure curriculum to facilitate effective assessment & reporting.
* Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
* Provide a flexible, relevant, inclusive and appropriate curriculum.
* Schedule priority teams to meet regularly (at least 3 times a term) to develop, implement and evaluate action plans in line with the school’s AIP. Ensure Professional Learning Communities (PLCs) meet weekly to discuss and analyse student data (which includes NAPLAN, ON Demand testing, and school based testing and teacher judgements) and its impact on future teaching and learning (PLCs will be support with guidelines and protocols).
* Schedule time for staff to participate in whole school PD and moderation sessions throughout the year to develop understanding and consistency across the different levels and to develop knowledge and understanding in key curriculum areas.

***EVALUATION***

This policy will be reviewed as part of a 3 year review in the context of the School Strategic Plan and Annual Implementation Plan

**For more information on resources see;**

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

https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx?Redirect=2

<https://curriculumplanning.vcaa.vic.edu.au/global/examples>

<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/curriculumdev.aspx>

<https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx?Redirect=2>

Review:

This policy was last reviewed in June 2020 and is due for review in June 2024.

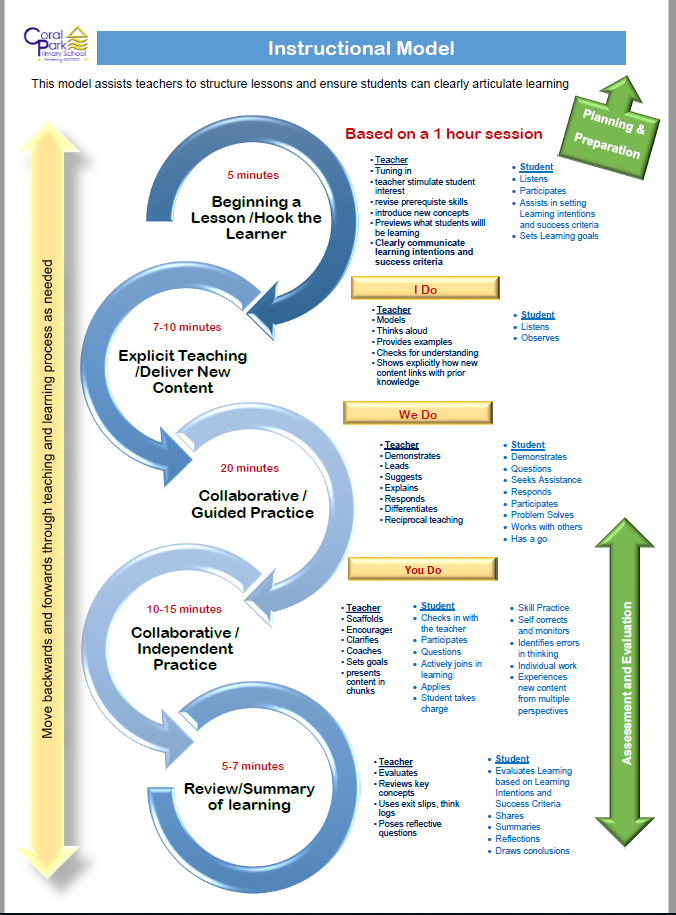
***Appendix 1***

***Time Allocations per Learning Area – Foundation to Year 6***

* The curriculum F – Year 6 is based on the Victorian Curriculum standards.
* The timetable is structured on a weekly basis
* The breakdown of the weekly cycle is as follow;

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| **Foundations to Year 6** | |
| **Learning Areas** | **Minutes Per Week** |
| English | **600**  (10 hours) |
| Mathematics | **360**  ( 6 hours) |
| Inquiry/Humanities/ Social and Emotional Learning  These are complete as units of work on a termly basis | **180**  (3 hours) |
| Language - Auslan | **60**  (1 hour) |
| P.E and Sport | **120**  (2 hours) |
| The Arts – Visual and Performing | **60**  (1 hour) |
| Science | **60**  (1 hour) |
| Other e.g. assembly, Respectful Relationships | **60**  ( 1 hour) |
| **Total** | **1500 per week**  (25 hours) |

***Appendix 2***

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