

WODONGA SOUTH PRIMARY SCHOOL

CURRICULUM & STUDENT LEARNING FRAMEWORK

SCHOOL SPECIFIC POLICY

1. OVERVIEW

Curriculum covers all the 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.

Wodonga South 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 that deliver a comprehensive, broadly based and culturally inclusive curricula.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Wodonga South Primary School will meet the minimum standard with:

- **A time allocation for each of the eight learning areas** (Appendix 1)
- **An explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An outline of how the school will deliver its curriculum** is found in the Wodonga South Primary School Scope and Sequence.
- **A whole school curriculum** (Appendix 1).
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

2. CURRICULUM GUIDELINES

Wodonga South Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Wodonga South Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand designed to enhance effective learning for the 21st century.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and English as an additional language dialect (EAL/D). Our school also places a high priority on the teaching of these learning areas. English and Mathematics are also high priority areas for our school as outlined in the school's Strategic Plan.

Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

Wodonga South 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 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. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

From 2017 the Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school when developing its Curriculum Plan will provide 25 hours student instruction per week.

3.2 Program Implementation

The Wodonga South Primary School Curriculum Committee will ensure a comprehensive curriculum program is provided that meets the requirements of DET. Input will be sought from the relevant staff members in the curriculum when developing programs.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL/D) will continue to be implemented.

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 endorsed policy.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

3.3 Student Wellbeing and Learning

Wodonga South Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Wodonga South Primary School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Wodonga South Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koorie Education

Wodonga South Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

3.4 Program Evaluation & Review

The Teaching and Learning Committee consisting of Principal Class and Teaching and Learning Leaders (TALL) will meet each term to analyse student learning data. Data analysed will include, but is not limited to, NAPLAN, school based testing, teacher judgments based on learning outcomes from the Victorian Curriculum from 2017.

The Curriculum Committee will meet each term to identify potential curriculum areas that require focus. This committee will regularly complete an audit of the curriculum. This will enable the curriculum teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

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.

4. LINKS AND APPENDICES (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

- Appendix 1: Whole School Curriculum Plan
- Appendix 2: Time allocations per learning area Foundation to Year 6

Appendix 1

Whole school curriculum plan

Provided in a separate attachment.

Appendix 2

Time allocations per learning area

Foundation - Year 6

The curriculum, F – Year 10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

Foundation to Year 2	
Domain	Minutes per week
English	600
Mathematics	300
Inquiry (Science, Humanities, Design & Technology)	240
Languages	37.5mins
Health & Physical Education	100
Art	37.5
Music	37.5
Other (Assembly, social skills, PMP etc)	147.5
TOTAL	1500 per week

Year 3 – Year 6	
Domain	Minutes per week
English	600
Mathematics	300
Inquiry (Science, Humanities, Technology etc)	165
Health & Physical Education	180
Languages & Asian studies	37.5
Art	37.5
Music (Dance & Drama)	37.5
Other (Assembly, social skills, etc)	142.5
TOTAL	1500 per week

The Victorian Curriculum Capabilities of Critical and Creative Thinking, Ethical, Intercultural and Personal and Social Capabilities and Digital Technologies are incorporated into all learning areas as appropriate.

This policy was last ratified by School Council in....	February 2017
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