

Moonee Ponds West Primary School



Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school reception on 9 370 6875 or by email on:

moonee.ponds.west.ps@education.vic.gov.au

PURPOSE

The purpose of this policy is to outline Moonee Ponds West Primary School's curriculum framework including:

- a curriculum plan showing how the eight learning areas will be substantially addressed and how the curriculum will be organised and implemented
- an explanation of how and when the curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum.

DEFINITIONS

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.

CHILD SAFETY

Moonee Ponds West Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that curriculum and assessment practices are developed inclusively to meet the needs of all students.

POLICY IMPLEMENTATION

Moonee Ponds West Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way.

Moonee Ponds West Primary School curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content and understandings, 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.

Moonee Ponds West Primary School will ensure that the curriculum meets the minimum standards with:

- **A time allocation per each of the eight learning areas** as defined by the Victorian Curriculum
- **A 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** - found in the Moonee Ponds West Primary School scope and sequence documents.
- **A whole school sequential and scaffolded curriculum**
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

Moonee Ponds West Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way. Literacy, numeracy and inquiry, the humanities, science and technology are taught by the classroom teacher with the remaining subjects being taught by specialist teachers. Students will have the opportunity to learn Japanese (LOTE).

The school has six core curriculum areas:

- English
- Numeracy
- Inquiry (including humanities, science, etc)
- The Arts
- Health & PE
- Japanese (LOTE)

Subject	Year Level	Time Allocation per week
English	F-6	11 hours
Maths	F-6	5 hours
Creative Arts	F-6	1 hour
Health and PE	F-6	1 hour
LOTE (Japanese)	F-6	1 hour
Inquiry- Humanities Science Technology	F-6	3 hours
Sport	5-6	1-2 hours

English

The English program is focussed on developing competent, confident and independent readers, writers and speakers who are able to apply their learning in a range of real life situations and educational settings. The program is delivered through a differentiated curriculum model. The differentiated curriculum model means that classroom teachers continually assess students to determine the learning goals of each child. Samples of work (both formative and summative) is used as evidence when teachers collaborate with their teaching team to plan the teaching focus in response to student differences in readiness, interest and learning needs. To assist the teaching teams, a Learning Specialist (English) is in place to support and guide planning, and curriculum delivery.

An English lesson will involve daily teaching of a range of literacy skills and knowledge through explicit instruction, guided practice and independent practice. Wherever possible or practicable, English is integrated with Inquiry.

Numeracy

Numeracy is taught with the understanding that students best learn mathematics when applied in meaningful contexts, arise from the students' needs and interests and contribute to their understanding of the world. Open-ended and real world-based tasks engage students in problem-solving with explicit links to authentic applications. Lessons promote rich discussion and reasoning, risk-taking and peer-learning through Number Talks and Problem-based Learning. The learning of mathematics is developmental. Teachers plan and provide learning experiences that build on existing knowledge and challenge and support students. This is done through learning centre tasks, whole-class investigations, small group and independent practise with support from the teacher. At the conclusion of the lesson students regroup to reflect on their learning, address any existing misconceptions and revisit the learning intention.

Inquiry

Inquiry integrates the key learning areas and capabilities of the curriculum in an authentic, child-centred inquiry investigation. As a school, inquiry helps us to work towards the agreed big understandings our community agrees that students should have when they leave our school, which are arranged into three lenses. Community involvement is an important part of learning in the inquiry process. The framework guides the planning according to a big concept area which incorporates capabilities, curriculum areas and skills over the school years.

Each term, this selected big concept is developed through the agreed process and phases below:

- *Preparation and planning: Understandings are developed using student questions, areas of interest and prior knowledge, then referring to the Whole School Inquiry Planning Framework statement which incorporates the Victorian curriculum.
- * Tuning In - gathering data about students' existing knowledge and thinking about the area of learning; providing an authentic purpose for the inquiry, motivating and exciting the students, developing student goals and creating questions for the inquiry.
- *Finding and Sorting Out - gathering new information through authentic experiences, developing skills, challenging misconceptions and stimulating further curiosity; comprehending and making meaning, communicating to others, revising earlier thinking and revealing deeper understanding.
- *Reflection - reflecting on what they have learnt (understandings, the process, skills and their goals)
- *Taking Action - apply/act on their learning with meaningful action

Learning in inquiry links strongly to learning in English and other programs across the school where appropriate.

Languages

At Moonee Ponds West Primary School we offer a Japanese LOTE program F-6.

Students develop their vocabulary and oral language skills through experiences such as using gestures, role plays and games involving asking and answering questions. It is made up of different components that are interactive and interdependent – listening, speaking, reading and writing. All aspects are covered as a whole and independently at times, depending on the unit and/or the needs of the students. The term program aligns to the students' Inquiry-based learning where possible.

Our aim is to develop all students' desire and willingness to listen, speak, write and read a second language in and beyond the classroom environment.

Moonee Ponds West Primary has a sister school relationship with Ryokuen Higashi Primary School in Japan. This relationship is to develop a friendship between two schools and promote mutual understanding and cultural awareness between Victoria, Australia and Japan. Students in senior levels participate in Skype sessions and presentations as part of this partnership.

Technology & Digital Literacies

Digital literacies are integral tools in the learning process, and have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning and facilitating change in learning, thinking and teaching. The teaching of technology and digital literacy is embedded across learning activities throughout each year.

Visual, Media and Performing Arts

At Moonee Ponds West Primary School teaching practice in the Creative Arts is explicit and purposeful, focusing elements of visual arts and performing arts. Learning in the Creative Arts is underpinned by the belief that all students can learn the skills, knowledge and understandings from the content and outcomes of the curriculum. Our teaching programs allow students to build on previous experiences, to practise skills and to apply knowledge in different contexts.

The Creative Arts curriculum is carefully scaffolded across year levels and aligns to the Inquiry-based learning where possible, and elements of the program include emotional literacies through the arts. Our Year 6 students participate in a 'Year 6 Art Project', where they create artwork that is displayed within the school to allow for their place in the school community to continue after they have left the school.

Moonee Ponds West Primary School is part of the Moonee Valley Instrumental Music Program (MVIMP) which offers families an opportunity to pursue their child learning an instrument.

Health and Physical education

We offer a variety of opportunities for students to develop their motor skills and increase their level of personal health and fitness. Students develop a broad spectrum of movement skills, personal and social skills, knowledge, motivation and confidence to engage in healthy activity throughout their lives. Our Physical Education curriculum has a large focus of elements of teamwork, cooperation and a positive sporting mindset.

Students in year 5/6 participate in additional sport time each week to work on team building and interschool sports based training and events.

Assessment and Reporting

Moonee Ponds West Primary School undertakes a range of student assessment and reporting activities to inform and support student learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. Moonee Ponds West Primary School has an assessment schedule available on the school's website.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- **Student reporting:** Moonee Ponds West Primary School reports to parents/carers using student reports, to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

- **School reporting:** Moonee Ponds West Primary School reports to the local community via the annual report, providing a concise summary of the school's achievements and progress. This is available on the school's website.
- **System reporting:** The Department reports Moonee Ponds West Primary School Primary School's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years Prep to 6
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

Note: There may be specific instances where Moonee Ponds West Primary School decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

In addition to producing student reports, schools will offer a parent-teacher-student conference to discuss the student's progress.

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. See *Assessment and Reporting Policy* for more information.

1. Program Development

Moonee Ponds West 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.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will provide at least 25 hours student instruction per week.

2. Program Implementation

The Moonee Ponds West Primary School Improvement Team (SIT) will determine the curriculum program for the following year, based on student demand and the needs of the school's curriculum

plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum.

The DET requirements related to the New Arrivals Program/English as an Additional Language (EAL) are implemented through reasonable adjustments and differentiated/modified learning plans guided by the EAL continuum.

The DET requirements related to the teaching of Languages and Physical Education are implemented through the LOTE and Physical Education programs.

The use of Information and Communications Technologies (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide (see resources)

Curriculum leaders review curriculum resources (where applicable), and prepare a comprehensive annual program budget and present these to the Finance Subcommittee as part of the school's annual budget.

3. Student Wellbeing and Learning

Moonee Ponds West Primary School 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

4. Students with additional needs and disabilities

The DET and Moonee Ponds West Primary School is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their diverse needs. Our school liaises with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities, those from culturally and linguistically diverse backgrounds, and other at risk or vulnerable students.

5. Koorie Education

Moonee Ponds West Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students. Particular attention is given to the delivery of high-

quality schooling for Aboriginal students and we provide suitable programs and resources though:

- 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 Koorie Education Support Officer (KESO)
- 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.

6. Program Evaluation and Review

Moonee Ponds West Primary School SIT meets regularly (at least once per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed includes, but is not limited to, NAPLAN, On Demand, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used include Compass, SPA and Google Drive. Each year a Program Evaluation and Planning document is completed by Curriculum Action Teams and Program Area leaders. This review of programs allows for success and challenges to be identified, and for recommendations going forward. The program description, objectives and an implementation/evaluation plan for the following year is drafted and presented to School Council to ensure alignment with the School Strategic Plan and Annual Implementation Plan.

Each year the school audits and evaluates the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit informs future curriculum planning.

Managing student records

Schools are required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). Moonee Ponds West Primary School operates a system for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

Where public records are stored with an online service (services that provide virtual spaces and portals through which information can be stored and shared, and transactions between schools and parents/carers can be recorded, e.g. cloud technologies), Moonee Ponds West Primary School must be able to have access to those records for the retention period.

Note: The Department has developed policy to assist schools to meet legislative and business requirements for the creation, storage and disposal of records.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required

- Included in transition and enrolment packs
- Included in parent handbook/manual
- Discussed at parent information sessions
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

RELATED SCHOOL POLICIES

- Bullying Prevention Policy
- Digital Learning Policy
- Student Engagement and Wellbeing Policy

RELATED DET RESOURCES

The Department's Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Records Management – School Records](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed within the school review cycle and/or updated to reflect changes in DET regulations or school circumstances.

Policy last reviewed	September 2022
Approved by	Principal
Consultation	Staff
Next scheduled review date	2026