



HIGHVALE PRIMARY SCHOOL

30. Curriculum Framework Curriculum Design Policy

RATIONALE

Student learning is produced, shaped and affected by four connected components. Each of these components plays a 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, through the associated progression or continuum of learning.
- **Instructional Practice** or **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content.
- **Reporting** explains to the student, parent and teacher *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.

Our school encourages and supports students to strive for excellence in all of their endeavours. To achieve this, our school provides a developmental teaching and learning program which draws upon the common set of knowledge and skills of the Victorian Curriculum.

As such, the Victorian Curriculum is a central component of the school's teaching and learning program. This is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. This is paramount to the achievement of our School Vision and enables our school to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered.

AIMS

To implement a comprehensive 21st century teaching and learning program that:

- Supports the Highvale Primary School Vision, specifically the diverse learning needs and interest of our students.
- Is informed by the DET Framework for Improving Student Outcomes 2.0 (FISO 2.0).
- Enables students to develop deep levels of understanding, knowledge and the skills for life-long learning.
- Reflects the needs of Highvale students, encompasses the Victorian Curriculum and is compliant with VRQA registration requirements and VCAA policies.

IMPLEMENTATION

The Curriculum Design policy, is one of a suite of Curriculum Framework policies. These are reviewed by the School Improvement Team (SIT) as part of the School Improvement Process.

- The Principal has overall responsibility for the implementation of curriculum. Aspects of this role can be delegated to other staff members who will work in conjunction with the Principal to develop curriculum provision, delivery and programs.
- The FISO 2.0 Improvement Cycle is used to inform the continual improvement of the curriculum plan.
- The Victorian Curriculum is used as the framework for curriculum development and delivery for students in accordance with DET policy and guidelines.
- The Victorian Curriculum is structured as a continuum of learning and students can be anywhere along this continuum. The curriculum plan must reflect this.
- The four Vertical Professional Learning Teams (VPLTs), Learning English, Learning Mathematics, Wellbeing, Engagement, in consultation with the SIT will determine the curriculum program for the following year, to maintain balance, broad curriculum provision and to satisfy the needs of the school's Curriculum Provision.
- Curriculum Provision Time allocations will be reviewed annually by the SIT to be compliant with DET policies, the VGSA and reflect the needs of Highvale students.
- Our school when developing its Curriculum Plan will provide at least 25 hours instruction per week.
- Input will be sought from staff from each VPLT when determining programs for the following school year.
- Student empowerment will contribute to curriculum development. For example:

Respect

Responsibility

Honesty and Integrity

Commitment

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- Ensuring cultural backgrounds, needs and abilities are recognised and reflected in the learning program.
- Through the development of independent and self-regulating learners who regularly set goals with their teacher and contribute to the direction of, and responsibility for their learning.
- Through opportunities to extend student questioning and learning through strategies such as the use of Wondering Walls.
- Through multiple forums for students' to use their voice and engage in discussion, critiques and debate to inform and respond to current topics.
- The curriculum will be audited as part of the ongoing School Improvement process. This will enable the four VPLTs, together with SIT, to audit particular Learning Areas and programs to ensure the curriculum is being addressed.
- The SIT will collaborate regularly to track whole school data and identify potential curriculum areas that require focus. Areas for focus will be evaluated and reconciled to ensure the curriculum plan meets student needs. Data analysed will include, but is not limited to; data captured through Panorama, HPS Assessment Schedule and Victorian Curriculum student learning outcomes (Teacher Judgments), NAPLAN, Student Attitudes to School, student forums.
- The impact of the curriculum plan on student engagement and learning outcomes will be monitored and evaluated to inform adjustments.
- Digital Technologies and Capabilities will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Early and Middle Years of schooling approaches will continue to be developed and implemented.
- The four VPLTs and teachers with program and budget responsibilities will be required to review and evaluate their program annually and prepare a comprehensive program budget to inform the development of the Indicative Budget for School Council.
- 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.
- The Teaching and Learning program and curriculum development and renewal will be resourced through Program Budgets.

LINKS & APPENDICES

Links which are connected with this policy are:

VCAA - <http://curriculumplanning.vcaa.vic.edu.au/home>

DET School Improvement Cycle - <https://www2.education.vic.gov.au/pal/fiso/guidance/improvement-cycle>

FISO 2.0 Curriculum Planning and Assessment Implementation Guide - <https://www2.education.vic.gov.au/pal/fiso/print-all>

Appendices which are connected with this policy are:

- Appendix A: Concept Curriculum Overview
- Appendix B: Concept Curriculum Audit and Planning Tool
- Appendix C: HPS Student Learning Overview – Under review
- Appendix D: Curriculum Provision Time allocations
- Appendix E: HPS Specialist Learning Area Scope & Sequence
- Appendix F: HPS Concept Curriculum Map 2023
- Appendix F: HPS Concept Curriculum Map 2024 25+
- Appendix G: Concept Inquiry Unit Planner Template
- Appendix H: HPS Inquiry Processes & Concepts & Skills Overview – Under review

COMMUNICATION

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

- Available publicly on our school's website <https://highvaleps.vic.edu.au/parent-information/#policies>
- Included in staff induction and child safety training processes
- Notification of updates through the School Newsletter
- Discussed at staff briefings/meetings as required

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	Shared with School Council
Approved by	Principal
Next scheduled review date	May 2026

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