



KIEWA VALLEY PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY

Overview

Curriculum covers all arrangements Kiewa Valley Primary School makes for student development and learning. It includes course content, student activities, teaching approaches, the way in which teachers and classes are organised and the decisions required for the use of facilities and resources.

Kiewa Valley Primary School is committed to seeing our students achieve success in all areas and to provide them with the best possible foundation in life in a well-rounded education that values the skills, interests and abilities of all our students.

The vision of the school is ***“Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.”***

To embed this, our school provides sequential learning and teaching programs that deliver a comprehensive 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 of our students, academically, socially and emotionally striving for excellence and honouring our school values of ***Kindness, Respect, Integrity & Inclusion.***

Kiewa Valley Primary School provides a comprehensive curriculum with a strong focus on Literacy and Numeracy. In addition to these Literacy and Numeracy programs, is an integrated classroom program which addresses the curriculum areas of Civics and Citizenship, History, Geography, Science, Technologies and Health. Specialist teachers provide instruction in Physical Education, Art, Music and Auslan.

Interdisciplinary, personal and social capabilities are embedded throughout the curriculum and are supported by our camps, incursions, excursions as well as interschool activities. Our school is an active participant in district sporting competitions and events.

Teachers work as a team to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support Staff and the development of Individual Education Plans and modified programs for individual students, provide additional support for our students when it is needed.

Curriculum Guidelines

To provide a learning environment where students are encouraged to strive for excellence and are actively and positively engaged in quality learning experiences in a safe and secure setting.

The school programs strive to meet the individual needs of students, catering for those who require additional assistance and fostering interests. The school provides equality of opportunity, regardless of cultural background or gender.

Integral to the vision is a positive partnership between parents and carers and staff, a safe and stimulating learning environment and a well-balanced and challenging curriculum. Kiewa Valley Primary School provides a friendly, caring environment that fosters lifelong learning, personal growth, and the wellbeing for all students.

- Our policy will comply with the DET guidelines about the length of student instruction time required in all Victorian Government Schools.
- We will support our students with transitions into our school, through their schooling journey and onto Secondary education.
- Scope and sequence and other planning documents will be aligned with the Victorian F-10 Curriculum, which specifies the skills children and young people need to for success in work and life.
- Teaching and Learning programs will be resourced by program budgets.

Curriculum Areas will include:

Learning Areas	Capabilities
WHOLE SCHOOL CURRICULUM threads are (from 2023); Community Connections, Sustainability and Critical and Creative Thinking	
ENGLISH MATHEMATICS The ARTS <ul style="list-style-type: none"> ● Dance, Drama, Music ● Media Arts, Visual Arts and Visual Communication Design HEALTH and PHYSICAL EDUCATION THE HUMANITIES <ul style="list-style-type: none"> ● Civics and Citizenship ● Economics and Business ● Geography ● History LANGUAGES – AUSLAN SCIENCE TECHNOLOGIES <ul style="list-style-type: none"> ● Design and Technologies ● Digital Technologies 	CRITICAL AND CREATIVE THINKING ETHICAL INTERCULTURAL PERSONAL AND SOCIAL

Program Overview

Kiewa Valley Primary School will provide a variety of programs that will address the needs of all students including those students with additional learning needs, disabilities, learning difficulties, indigenous backgrounds and those from language backgrounds other than English.

The school identifies and caters for the different needs of particular cohorts of students when developing a curriculum plan, which includes the use of current student data to inform the planning.

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 VCAA guidelines.

In developing a curriculum plan our school will provide 25 hours of student instruction per week.

The school will implement the Framework for Improving Student Outcomes (FISO 2.0) which provides a model for continuous school improvement and uses the following phases:

1. Evaluate and Diagnose
2. Prioritise and set goals
3. Develop a plan
4. Implement and Monitor

Program Implementation

Kiewa Valley Primary School determines the curriculum program for the following year, based upon provision, needs and departmental policy requirements.

To facilitate curriculum planning and implementation, scope and sequence documents, beliefs and actions documents, assessment criteria, data wall expectations, whole school assessment documents, record keeping documents and common templates will be developed, refined and used.

The use of Information and Communication Technologies (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes and will adhere to DET policy guidelines and the school's relevant policies.

The curriculum will be implemented in accordance with the school's Time Allocation per Learning Area Outline (Appendix A).

Curriculum and Teaching Practice Review

The school's curriculum will be reviewed on a cyclical basis to ensure it aligns with the Victorian Curriculum. Curriculum audits and reviews will inform future curriculum planning and implementation. The teaching staff will work together to create a culture of learning, collaboration and continuous improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's

Annual Implementation Plan (AIP) and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise the DET policy guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and collegiate feedback to continually improve their teacher practice and methods.

Student Learning Outcomes

Student learning is shaped by four connected components:

1. Curriculum (what) – defines what it that students should learn and the associated progressions or continuums of learning. Kiewa Valley Primary School follows the Victorian Curriculum F to 10, including levels A, B, C and D Towards Foundation.
2. Pedagogy (how) – describes how the students are taught and supported to learn. Staff will follow and implement the agreed instructional models in Reading, Writing and Mathematics.
3. Assessment (how well) – identifies how well a student has learnt specific content taught. The teachers at Kiewa Valley Primary School follow the school’s agreed assessment schedule, which is reviewed annually.
4. Reporting (where) – this occurs twice yearly, at the end of Semester One and again at the end of Semester Two. All students and families will receive a formal written report where student academic achievement and progress is assessed against the Victorian Curriculum F-10 achievement standards. Kiewa Valley Primary School uses:
 - a. *use a five-point scale when reporting on student achievement and progress*
 - b. *use an age-related five-point scale, where the quality of a student’s achievement against what is ‘expected’ for students of that year level at the time of reporting, for reporting against the achievement standards in English, Mathematics and Science (where applicable)*
 - c. *use a learning dimensions scale for other areas of the curriculum.*

This explains to the student and the family where a student is at on a learning continuum at the end of Semester One and Semester Two, and it places them in relation to the standard expected of their current year level. Data plays an integral role in the ongoing school improvement and student monitoring process.

Data Collection: The school will continually monitor student learning outcomes by a range of summative and formative assessment strategies and tools. These include; NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmarking, VCOP Cold Writes, Writing moderation tasks, Essential Assessment tasks, Numeracy Fluency Assessment 2, spelling assessments, PAT testing and the Students Attitudes to Schools Survey.

Teachers also develop formative assessment practices so they can work to gather data consistently and systematically as evidence of learning, provide feedback and set individual learning goals for every student in reading, writing and mathematics.

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 whole school level.
- The use of data will INFORM curriculum planning and the key documents such as Annual Implementation Plan and School Strategic Plan.

- Staff will enter student achievement data on assessments using the assessment spreadsheet located on the google drive. This will be updated at the end of each term.
- Data will be used to identify students at risk and in need of individual or small group support, specialised programs and further specialised assessments.
- Individual Education Plans will be written for any student who is 12 months below expected level or 12 months above expected level.

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Approved by	Principal
Next scheduled review date	July 2025

APPENDIX A

The curriculum is based on the Victorian Curriculum (F-10). The timetable is structured on a weekly basis. The current school timetable is structured on the basis of 60-minute sessions.

2022 P to 6

Domain	Hours Per week
English	10.5
Mathematics	5
Integrated Studies (inclusive of Science, The Humanities, Technologies and Health)	3.5
Health and Physical Education (including RR)	3.0 1hr Specialist PE per Semester
The Arts	1.5 1hr Specialist Music per Semester
Languages	1
TOTAL	25
ADDITIONAL PROGRAMS (operate with-in this structure Buddy Program Excursions and Incursions program Special Event days Student Representative Council Sport Days and Sport Coaching sessions/clinic	

2023 to 2025 3 to 6

2023		2024-2025	
Domain	Hours Per week	Domain	Hours Per week
English	10	English	10
1 hour of writer's workshop		1 hour of writer's workshop	
1 hour of reader's workshop		1 hour of reader's workshop	
Mathematics	7.5	Mathematics	7.5

Integrated Studies (inclusive of Science, The Humanities, Technologies and Health)	2.0	Integrated Studies (inclusive of Science, The Humanities, Technologies and Health)	1.5
Health and Physical Education (including RR)	3.0 1hr Specialist PE	Health and Physical Education (including RR)	3.0 1hr Specialist PE
The Arts	1.5 1hr Specialist Music per Semester 1hr Specialist ART per Semester	The Arts	2.0 1hr Specialist Performing Arts 1hr Specialist Art
Languages - AUSLAN	1	Languages - AUSLAN	1
TOTAL	25	TOTAL	25

At KVPS all teachers will teach 2 hours of English in the first 2 hours of face-to-face time with their students, followed by the 1.5 hours of Mathematics. This is a non-negotiable expectation.

ADDITIONAL PROGRAMS (operate with-in this structure)

Buddy Program

Excursions and Incursions program

Special Event days

Student Representative Council

Sport Days and Sport Coaching sessions/clinic

2023 to 2025 F to 2

2023		2024-2025	
Domain	Hours Per week	Domain	Hours Per week
English 1 hour of writer's workshop 1 hour of reader's workshop	10	English 1 hour of writer's workshop 1 hour of reader's workshop	10
Mathematics	7.5	Mathematics	7.5
Sounds Write	2.5	Sounds Write	2.5

References:

Integrated Studies (inclusive of Science, The Humanities, Technologies and Health)	1.5	Integrated Studies (inclusive of Science, The Humanities, Technologies and Health)	1.5
Health and Physical Education (including RR)	1.5 1hr Specialist PE	Health and Physical Education (including RR)	1.5 1hr Specialist PE
The Arts	1. 1hr Specialist Music for one Semester	The Arts	1 1hr Specialist Performing Arts
Languages - AUSLAN	1	Languages - AUSLAN	1
TOTAL	25	TOTAL	25

At KVPS all teachers will teach 2 hours of English in the first 2 hours of face-to-face time with their students, followed by the 1.5 hours of Mathematics. This is a non-negotiable expectation

ADDITIONAL PROGRAMS (operate with-in this structure)

Buddy Program

Excursions and Incursions program

Special Event days

Student Representative Council

Sport Days and Sport Coaching sessions/clinic