



Tarwin Lower Primary School
School Road
Tarwin Lower 3956
Ph. 5663 5263
Fax. 5663 5474
tarwin.lower.ps@edumail.vic.gov.au

“Small School, Big Opportunities”
Kindness, Cooperation, Resilience, Respect

Curriculum Framework Policy

1. POLICY STATEMENT

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.

Tarwin Lower 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 (see **Appendix A**).

2. GUIDELINES

Tarwin Lower Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see **Appendix A**).

Tarwin Lower 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, commencing with Foundation in 2017, designed to enhance effective learning for the 21st century.

The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

Tarwin Lower 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 6 in accordance with DEECD policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines (beginning 2017)

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

3.2 Program Implementation

The Curriculum Committee 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, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the Victorian Curriculum

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) 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 DEECD'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

Tarwin Lower 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 Essential Learning Standards stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Early Childhood Development and Tarwin Lower Primary School is 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.

Tarwin Lower 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

Tarwin Lower Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students 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 Officers (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.

3.4 Program Evaluation & Review

The Curriculum Committee will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, on-demand testing, school based testing, teacher judgments based on learning outcomes in Victorian Curriculum.

Every year our school will do an audit of the curriculum using an [audit tool \(Word - 32Kb\)](#). This tool will enable professional learning 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 DEECD, 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 DEECD 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 A: Curriculum Plan – including time allocations

5. EVALUATION

This policy will be reviewed **annually** or more often if necessary due to changes in regulations or circumstances.

This policy was last ratified by School Council on 9th May 2017

Appendix A

Curriculum Plan – time allocations

Years Foundation - 6

The curriculum, F – Year 10 is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

Foundation to Year 6	
Domain	Minutes per week
English	600
Mathematics	300
Science	60
Humanities	90
Student Wellbeing	90
PE/ Health & Sport	150
Visual Art	60
Music	60
Library	60
Gardening, Cooking, Sustainability	30
TOTAL	1500 per week