Curriculum Framework Policy

Monmia Primary School

MONMIA PRIMARY SCHOOL
- Learn and Achieve -

This policy was last presented to School Council in: September, 2022
School Council President: Amanda Deakin

Rationale	Curriculum covers all the arrangements the school community makes for students' development and learning. It includes the course content, student learning experiences, teaching approaches and the way in which teachers and classes are organised. Facilities and resources are taken into consideration when planning curriculum.
Aim	- encourage the students to learn and achieve with excellence in all of their learning - provide sequential teaching and learning programs that deliver a guaranteed and viably inclusive curriculum - design a school curriculum which enhances effective learning where students progress at high levels - provide a variety of programs which address the specific needs of all students - incorporate eLearning/ICT into daily teaching practices to enhance student engagement in learning
Implementation	Teachers will: - consider Department Guidelines (DET) when planning the length of student instruction time as required in all Victorian schools, ensuring 22.5 hours of student instruction time per week is delivered - use Victorian curriculum as a framework from Years Prep-6 to plan for all learning experiences collaborate with their Professional Learning Community (PLC) to structure a timetable allocating curriculum for the relevant year level - give high priority to the teaching of Literacy and Numeracy when planning weekly timetables across Years Prep-6 - set PLC goals and targets - be active participants in PLCs following school-based assessment schedules, term overviews indicating proficiency of learning (PLC goals) and Essential Learnings - use a wide range of data including school based and national based assessments to determine student needs are identified and targeted informing future planning - regularly discuss , track and monitor student data and cohort trends measuring student outcomes and progress/data walls - develop SMART goals aligned to the school Annual Implementation Plan and School Strategic Plan - provide feedback/ requests to the Teaching and Learning Leader of their Professional Learning Community programs for program budget allocation and resourcing - provide student learning outcomes, which will be reported in the annual report to the school community provided to DET, and also be made available on the state register maintained by the Victorian Registration and Qualifications' Authority - ensure the delivery of a comprehensive curriculum which includes Physical Education and Health, The Arts, STEAM and TLI - work alongside specialist teachers who are employed to deliver the Physical Education and Health, The Arts, STEAM and TLI - ensure Digital Learning/ICT is integrated across the curriculum to support the improvement of teaching and learning outcomes - PLCs evaluate the current curriculum programs to ensure all domains, dimensions and standards of the Victorian curriculum are met

	• communicate with Curriculum Leaders (Literacy and Numeracy coordinators) to review their policy statements and an annual program budget, submitting these to School Council • follow a consultative process when determining programs for the following school year • prepare students for a smooth transition throughout their Primary school years (transition for students starting school in Prep, Transition / Step Up Days/ Meet and Greet New Teacher are scheduled across Year P-5, Year 6 statewide Transition day to Secondary school)
Evaluation	The program leaders will review this policy as part of the school four year review cycle. • The Literacy Leader will collaborate with teams to monitor and evaluate the implementation and effectiveness of the English program, on an ongoing basis. • Professional Learning Communities (PLCs) will collate and chart data, ensuring that student progress is monitored regularly and data walls are amended to reflect student progress following the triangulation of data. • This policy will be reviewed as part of the school's cyclic review.
Policy Last Reviewed	June, 2022
Consultation	June, 2022
Approved By	Principal
Next Scheduled Review Date	2026