

## 1. OVERVIEW

Chelsea Heights Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, Chelsea Heights Primary is working toward accreditation as a Professional Learning Community (DuFour). The three big ideas that drive the work at our school are:

1. Ensuring That Students Learn
2. A Culture of Collaboration
3. A Focus on Results

The driving forces that underpin the three big ideas are the critical questions:

***What is it we expect our students to learn?***

***How will we know our students have learnt it?***

***How will we respond when the students do not learn and when they already know the learning?***

***How can we use the evidence of student learning to improve our individual and collective professional practice?***

When a school functions as a Professional Learning Community, teachers become aware of the incongruity between their commitment to ensure learning for all and their lack of a coordinated strategy to respond when some students do not learn. The staff addresses this discrepancy by designing timely, intervention/consolidation/enrichment strategies to ensure that struggling students receive the time and targeted support they need to succeed.

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.

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.

Chelsea Heights Primary School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas (Appendix 2)**
- **An explanation of how curriculum and teaching practice will be reviewed (statement is at 3.4 of this Guide)**

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- **An Outline of how the school will deliver its curriculum** is found in the Chelsea Heights Primary Schools Scope and Sequence.
- **A whole school curriculum plan** (Appendix 1).
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)
- **A whole school Scope and Sequence** (Appendix 3)

## 2. CURRICULUM GUIDELINES

Chelsea Heights Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. In doing so, Chelsea Heights Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (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

Chelsea Heights 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 (VC) will be used as a framework for curriculum development and delivery at Foundation – Level 6 in accordance with DET policy, Victorian Curriculum and Assessment Authority (VCAA) guidelines.

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

### 3.2 Program Implementation

The Chelsea Heights Primary School Professional Learning Community (PLC) Support Team, which is made up of representatives from each Sub School and staff with curriculum portfolios e.g. ICT, Maths will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan.

To facilitate this implementation, curriculum expectations that reflect the VC standards are outlined to staff at the commencement of each school year.

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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 DET'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, prepare a comprehensive annual program budget and submit these to School Council.

### 3.3 Student Wellbeing and Learning

Chelsea Heights 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 VC stages of schooling

#### 3.3.1 Students with Disabilities

The Department of Education and Training and Chelsea Heights 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.

Chelsea Heights 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

Chelsea Heights 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 Local Aboriginal Education Consultative Groups (LAECG)
- 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

Sub School teams will meet weekly to track Sub School data and identify potential curriculum areas that require focus. Data analysed will include, Common Formative Assessments and school based testing, teacher judgements based on learning outcomes in VC. Tools used will include Student Performance Analyser (SPA), SENTRAL and Excel spreadsheets which demonstrate growth levels for all students.

Each year our school will look at the yearly overview and review. This overview will inform future curriculum planning.

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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.

#### 4. LINKS AND APPENDICES (including processes related to this policy)

Links to DET 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 1: Whole School Curriculum Plan
- Appendix 2: Time allocations per learning area Foundation to Level 6
- Appendix 3: Whole School Scope and Sequence

#### 5. EVALUATION

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

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## Appendix 2

### Time Allocations at Chelsea Heights Primary School

#### Foundation – Level 6

The curriculum is based on the Victorian Curriculum

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

Foundation – Level 2	
Domain	Minutes per week
English	660
Mathematics	300
Science/Inquiry	120
Welfare – PITW & Circle Time	180
PE/ Health & Sport	60
Languages	30
Arts (Art, Media, Music and Drama)	120
Assembly	30
<b>TOTAL</b>	<b>1500 per week</b>


Level 3 – Level 6	
Domain	Minutes per week
English	630
Mathematics	300
Science/Inquiry	120
Welfare – PITW & Circle Time	180
PE/ Health & Sport	120
Arts (Art, Media, Music and Drama)	120
Assembly	30
<b>TOTAL</b>	<b>1500 per week</b>

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### Appendix 3

### Scope and Sequence

**2016 Scope and Sequence**



HEALTH	AUSTRALIA	SUSTAINABILITY	TECHNOLOGY
SCIENCE	SCIENCE	SCIENCE	SCIENCE
COMPREHENSION	COMPREHENSION	COMPREHENSION	COMPREHENSION
ACCURACY	ACCURACY	ACCURACY	ACCURACY
FLUENCY	FLUENCY	FLUENCY	FLUENCY
EXPAND VOCABULARY	EXPAND VOCABULARY	EXPAND VOCABULARY	EXPAND VOCABULARY
NARRATIVE	PROCEDURE	RECOUNT	EXPOSITION
EXPOSITION	INFORMATION	EXPLANATION	PROCEDURE
PLACE VALUE/ EXPLORING NUMBER	CHANCE AND PROBABILITY	FRACTIONS, DECIMALS, PERCENTAGES (SNR)	DATA AND STATISTICS
TIME (MIDDLE AND SENIOR SCHOOL)	LOCATION	MULTIPLICATION DIVISION (JNR)	TIME (JNR)
	ADDITION AND SUBTRACTION (JNR, MID)	FRACTIONS (JNR)	MEASUREMENT (JNR, SNR)
	MULTIPLICATION AND DIVISION (SNR)	MEASUREMENT	SHAPE

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