

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 6 critical questions:

1. *What is it we want students to know?*
2. *How will we know if our students are learning?*
3. *How will we respond when students do not learn?*
4. *How will we enrich and extend the learning for students who are proficient?*
5. *How will we increase our instructional competence?*
6. *How will we coordinate our efforts as a school?*

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 – Scope and Sequence** (Appendix 1).
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

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 year level team 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.

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.

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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

Year level 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), Accelerus, 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: Time allocations per learning area Foundation to Level 6
- Appendix 2: Whole School Curriculum Plan CHPS 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 1

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	150
Welfare – PITW & Circle Time	150
PE/ Health & Sport	60
Languages	50
Arts (Art, Media, Music and Drama)	100
Assembly	30
TOTAL	1500 per week

Level 3 – Level 6	
Domain	Minutes per week
English	620
Mathematics	300
Science/Inquiry	150
Welfare – PITW & Circle Time	180 / 150
PE/ Health & Sport	120/ 150
Arts (Art, Media, Music and Drama)	100
Assembly	30
TOTAL	1500 per week

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Appendix 2 Scope and Sequence

 2020 Mathematics Scope and Sequence								
	Term 1 - 9wk		Term 2 - 11wk		Term 3 - 10wk		Term 4 - 11wk	
	Unit 1 Weeks 3-7	Unit 2 Weeks 8-9	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Foundation	Exploring Number Time	Location	Exploring Number and Subitising Using Units of Measurement	Subitising Statistics/ Probability	Place Value	Patterns Time	Addition/ Subtraction	Sharing Shape Money Measurement
Year 1 & 2	Place Value	Location Time	Addition Data & Statistics	Subtraction	Multiplication Division	Money	Place Value	Shape Measurement
Year 3 & 4	Place value	Geometry Measurement	Addition Subtraction	Chance & Data Location Shape	Multiplication Division	Time Measurement Geometric Reasoning	Fractions Decimals	Money
Year 5 & 6	Place Value Addition Subtraction	Data Representation & Interpretation	Multiplication and Division	Location & Transformation	Fractions Decimals	Geometry Measurement	Patterns Algebra	Financial Plans: Money and Financial Maths

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Chelsea Heights Primary School									2020 Scope and Sequence – English and Mappen											
									Writing											
Term 1			Term 2			Term 3		Term 4												
		Unit 1 Weeks 4-8		Unit 3		Unit 4		Unit 5		Unit 7		Unit 7		Unit 8						
F	Setting the Climate		Fine Motor and Handwriting		Handwriting		Personal Recounts		Writing to Entertain : Talk for Writing		Writing to Entertain : Talk for Writing		Entering the World of.....		Scaffolded/ Recount					
	In Our Community			Our Sustainable World			Fairness and Friendship			Topsy Turvey Tales										
JS	Setting the Climate		Personal Recounts		Writing to Entertain		Writing to Inform		I am a Poet		Team based choice		Entering the World of.....		Writing across the genres					
	Places and Spaces			Tip Toe Through the Wold			Celebrating Differences			Robot Buddies										
MS & SS	Setting the Climate		Writing to Entertain		Writing to Persuade		Writing to Inform		I am a Poet		Team based choice		Entering the World of.....		Writing across the genres					
	MS - First Contact			The Blue Marble			Someone Else's Shoes			Frame by Frame										
	SS - Making Democracy			Think Global, Act Local			Care for the Kids			Bizarre Bazaar										
									Reading											
Term 1			Term 2			Term 3		Term 4												
		Unit 1 Weeks 4-8		Unit 3		Unit 4		Unit 5		Unit 7		Unit 7		Unit 8						
Whole school	Setting the Climate		Exploring the Word of Imaginative Texts		Exploring the World of Persuasive texts		Exploring the World of Informative texts		Exploring the World of Poetry		Team based choice		Entering the World of.....		Reading and Writing across genres					
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