



Dingley Primary School Curriculum Framework Policy

Policy last reviewed	September 2021
Approved by	Principal
Next scheduled review date	September 2023

1. Overview

Curriculum covers all 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.

Dingley Primary School is committed to seeing our children achieve to a high level in all academic areas but also to provide students with the best possible foundation in life through a well-rounded education, which values the skills, interests and abilities of our students. Dingley Primary School aspires all members of our community to develop respectful, compassionate, lifelong learners who take action as global citizens. We develop academic, social and emotional growth through engaging, stimulating and challenging learning environments. At Dingley Primary School, we are committed to high quality inclusive and intercultural education. By promoting choice, voice and ownership, we strive to create curious and knowledgeable inquirers who are open-minded and resilient when taking risks in all learning experiences.

To embed this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based 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 students academically, socially and culturally by striving for excellence, honouring the school's values of Empathy, Persistence, Respect, Responsibility, Honesty and Resilience.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. Specialist teachers provide instruction in Physical Education, Language (Japanese), and Visual Arts.

Interdisciplinary, personal and social capabilities are addressed within these curriculum areas and supported by a range of camps, excursions, incursions and interschool initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and district events such as public speaking and debating.

Our teachers work in teams across levels to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support Staff, the development of individual learning plans and modified programs for individual students provide additional support for students when needed.

The school structure includes a Leadership team, which supports School Improvement Teams to focus on school improvement priorities outlined within the School Strategic Plan and Annual Implementation Plans, along with Professional Learning Communities that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

2. Curriculum Guidelines

This policy applies to all school activities, including camps and excursions.

- Our school will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan. Reasonable adjustments will be made for students with disabilities in both the planning and assessment of their learning. The school is committed to providing culturally appropriate and inclusive programs to Koorie students through supporting the development of high expectations and individualised learning plans for Koorie students. Creating an environment that respects, recognises and celebrates cultural identity through our practices and curriculum is also highly valued.
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian Government schools.
- Supporting students with transition into school, through school and on to secondary education will be a focus within our school.





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LEARNING AREAS	CAPABILITIES
THE ARTS <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication • Design ENGLISH HEALTH AND PHYSICAL EDUCATION THE HUMANITIES <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History LANGUAGES MATHEMATICS SCIENCE TECHNOLOGIES <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	Critical and Creative Thinking Ethical Intercultural Personal and Social

3. Program Overview

Program Development

- Dingley 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, indigenous background 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.
- 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 Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.
- The school will implement the Framework for Improving Student Outcomes (FISO) which provides a model for continuous school improvement and uses the following four critical phases:
 - evaluate and diagnose
 - prioritise and set goals
 - develop a plan
 - implement and monitor.

Program Implementation

- The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation and common templates will be used.
- 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 Digital Learning policy.
- The curriculum will be implemented in accordance with the school's Time Allocation per Learning Area outline (Appendix A).

Student Wellbeing and Learning



Dingley Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing 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 Curriculum stages of schooling.

Koorie Education

Dingley Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students if and when Koorie students enrol at the school through:

- working partnerships 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.

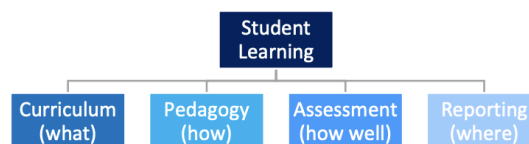
Curriculum and Teaching Practice Review

- The school's curriculum will be audited and reviewed on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
- All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.
- The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching. The implementation of Professional Learning Communities will support teachers to utilise student learning data to reflect upon and improve their teaching practice.

4. Student Learning Outcomes Statement

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.



Curriculum defines *what* it is that students should learn, and the associated progression or continuum of learning. Dingley Primary Schools follows the Victorian Curriculum F-10, including Levels A,B,C,D towards Foundation for individual students.

Pedagogy describes how students will be taught and supported to learn.



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Assessment identifies how well a student has (or has not) learnt specified content. Teachers follow the Dingley Primary School Assessment Schedule which is reviewed annually.

Reporting explains to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to achievement standards).

Data Collection:

- The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, Fountas and Pinnell Benchmark Assessment, Essential Assessment, PAT Reading and PAT Math and CARS & STARS Assessments).
- Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

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/or school level.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plans.
- The School Leadership Team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- The School Leadership Team, in consultation with School Improvement Teams, will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.
- Professional Learning Communities (PLCs) will track cohort and individual data to also identify teaching and learning areas that require further focus.
- Data will be used to determine student support options for those at risk, which may include developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.
- Data will also be used to identify students working above the expected level and to determine school actions or programs that could challenge, extend and meet student needs.

Data and Achievement Reporting:

- Data will be reported in different ways according to the audience.

For Students: Feedback will be given about current learning and areas for future learning.

For Staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For Parents: Student reports, parent/teacher meetings and electronic student work samples or learning tasks will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.

For Community: 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. A community meeting is held each year for the purpose of sharing the School Annual report to interested parties.

5. Program Evaluation and Review





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Teaching teams meet weekly and track whole school data and identify potential curriculum areas that require focus each term. Data analysed includes, NAPLAN, PAT testing, Essential Assessment, Running Records, school based testing, and teacher judgments based on learning outcomes in the Victorian Curriculum.

Every year our school will undertake an audit of the curriculum using an audit tool. This tool will enable school improvement teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum being addressed. This audit will inform future curriculum planning.

Student learning outcome data will be reported in the Annual Report to the School Community provided to the Department, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

6. Further Information and Resources

- Appendix: Time allocation per Learning Area (P-6)
- DET School Policy and Advisory Guide:
 - Curriculum
 - Assessment
 - Framework for Improving Student Outcomes
 - Using Digital Technologies to Support.

7. Communication

This policy will be communicated to our school community in the following ways:

- available on our school's Compass portal and website
- included in staff induction processes
- made available in hard copy from school office upon request.

8. Review Cycle

This policy will be reviewed every two years to ensure that school practices reflect current curriculum guidelines and evidence-based pedagogy and assessment practices.



Appendix A: Time Allocations per Learning Area

The curriculum is based on the Victorian Curriculum (Foundation to Year 10). The timetable is structured on a weekly basis. The current school timetable is structured into 50-minute sessions. The breakdown of the weekly cycle is as follows:

PREP TO YEAR 2			
Prep		Year 1-2	
Domain	Minutes per week	Domain	Minutes per week
English	500	English	500
Mathematics	250	Mathematics	250
Transdisciplinary Learning	500	Transdisciplinary Learning	550
<i>Science</i>		<i>Science</i>	
<i>The Humanities</i>		<i>The Humanities</i>	
<i>Technologies</i>		<i>Technologies</i>	
Languages (Japanese)	50	Languages (Japanese)	50
Health and Physical Education	100	Health and Physical Education	50
The Arts	100	The Arts	100
Additional school programs that operate within this structure			
Fortnightly Assembly Buddies Library Circle Time Responsible Pet Ownership Cyber safety PMP (Perceptual Motor Program) Cross-country, Athletics, Swimming Incursions / excursions		Fortnightly Assembly Library Circle Time Cybersafety Cross-country, Athletics, Swimming Incursions / excursions	

YEARS 3-6			
Year 3-4		Year 5-6	
Domain	Minutes per week	Domain	Minutes per week
English	500	English	500
Mathematics	250	Mathematics	250
Transdisciplinary Learning	500	Transdisciplinary Learning	450
<i>Science</i>		<i>Science</i>	
<i>The Humanities</i>		<i>The Humanities</i>	
<i>Technologies</i>		<i>Technologies</i>	
Languages (Japanese)	50	Languages (Japanese)	50
Health and Physical Education	100	Health and Physical Education	150
The Arts	100	The Arts	100
Additional school programs that operate within this structure			
Fortnightly Assembly Interschool sport activities Library Circle Time Camp Cross-country, Athletics, Swimming Incursions / excursions		Fortnightly Assembly Buddies Library Circle Time Interschool sports and Lightning Premierships Secondary School Orientation Program Cross-country, Athletics, Swimming John Monash Science School Camp Incursions / excursions	