



## 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.

Lilydale 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 inclusive curriculum.

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

- 2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
- 2.2 Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.
- 2.3 There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Foundation (Prep) to Grade 6 at our school.
- 2.4 The Department of Education and Training 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.
- 2.5 School curriculum programs are designed to enhance effective learning.
- 2.6 Teaching and learning programs will be resourced through Program Budgets.

### 3. PROGRAM

- 3.1.1 Our 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.
- 3.1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

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

- 3.3.1** The Curriculum Committee which will comprise of the Principal and the teachers of the school will determine the curriculum program for the year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- 3.3.2** The Curriculum provision at the school will be reviewed annually with Education committee and the staff in October every year. The Teaching Practices with the agreed Instructional Model will also reviewed during the curriculum day in Term 4 with the agreed practices reinforced to staff in the Staff Handbook which will be distributed and discussed at the beginning of every year. The Curriculum and teaching practices will also be influenced by changes recommended by the Education department and therefore there may be times when the curriculum and teaching practices are review at times other than those stated.
- 3.4.1** The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation (Prep) to Grade 6 at our school in accordance with DET policy and guidelines.
- 3.5** The DET requirements related to the teaching of Physical Education, Sports Education, LANGUAGES and EAL will continue to be implemented.
- 3.6.1** The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 3.7** In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 3.8** Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Principal in Term 3 which will then be ratified by the School Council at its November meeting.

#### CHILD SAFETY STANDARDS

- 4** It is important that every child is safe and is supported throughout their time at our school. As such it is important that within the Curriculum students will be taught who they could talk to if they feel unsafe or have a concern. Staff will follow the following guidelines
- They will adhere to Lilydale Primary School's child safe policy at all times / upholding our statement of commitment to child safety at all time
  - taking all reasonable steps to protect children from abuse
  - treating everyone with respect
  - listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
  - promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
  - promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
  - promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)

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- ensuring as far as practicable that adults are not left alone with a child
- reporting any allegations of child abuse to our Child Safety Officer Andrew Weaver / leadership, and ensure any allegation to reported to the police or child protection
- reporting any child safety concerns to the Principal
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Students will be taught that

- That everyone has the right to feel safe and be protected
- No one is allowed to threaten or hurt them or touch them in a way that makes you feel uncomfortable
- No one is allowed to behave in a way that makes them feel unsafe or afraid including anyone in their family, anyone at school or anywhere else in the community
- That they should tell an adult you trust and that telling someone won't get them in trouble.
- If they feel threatened, unsafe, or if they feel uncomfortable about how someone is touching them, talking to them, or treating them, they should tell a trusted adult.
- They can tell a teacher or any adult at your school. They will be able to help you.
- They can also tell their parent, carer, or any family member or adult they trust.
- Even if the person who is making them feel like this has asked them not to tell anyone, they should still talk to an adult. It is more important that they are safe and protected.

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

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

#### **5. REVIEW CYCLE**

This policy was last updated in March 2021 and is scheduled for review in 2022

**Appendix A****Curriculum Plan – including time allocations****Years Foundation to Grade 6**

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. There are two periods in the first block of time of 60 minutes and then a block of 105 minutes and then a further block 75 minutes. The breakdown of the weekly cycle is as follows:

Foundation (Prep) to Year 2		Years 3 to 6	
Domain	Minutes per week	Domain	Minutes per week
English (Reading)	300	English (Reading)	300
English (Writing)	300	English (Writing)	300
Mathematics	300	Mathematics	300
Inquiry	120	Inquiry	120
Languages- Japanese	40	Languages- Japanese	40
PE/ Health	120	PE/ Health	120
Art	60	Art	60
Library	60	Library	60
Music	60	Music	60
Whole School Assembly	30	Whole School Assembly	30
Personal Goals	50	Personal Goals	50
Student Wellbeing	60	Student Wellbeing	60
TOTAL	1500 per week	TOTAL	1500 per week