



## MILDURA SOUTH P.S.

# CURRICULUM FRAMEWORK POLICY

The core purpose of this school as defined in the Strategic Plan is that Mildura South Primary School is committed to all students and provides them with challenging learning experiences, which develop confidence, encourage personal excellence and success.

The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Mildura South Primary School is a Positive Education School and therefore seeks to develop the individual strengths of every child in order for them to flourish.

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, Languages other than English, Civics and Citizenship, Health and Positive Education. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education and Visual and Performing Arts, Digital Technologies, Positive Education, STEM (Science, Technology, Engineering and Mathematics) and LOTE (Languages other than English) with Italian taught as our language other than English. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music, choir, recorder, brass, guitar, piano, drums and extensive keyboard programs. Curriculum initiatives that enhance the development of our Positive Education culture include programs such as Respectful Relationships, Stronger Smarter, Visible Well-Being, Positive Behaviour and the Tomorrows Leaders Today program.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school (see Appendix 1). These Professional Learning Teams are currently responsible for core curriculum development and delivery in Literacy, Numeracy and Integrated Studies including History, Design Technology and Digital Technologies. Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual and the Performing Arts and from Grade 3-6, Digital Technologies, Positive Education and STEM (Science, Technology, Engineering and Mathematics) and LOTE (languages other than English – Italian). A school coach leads a team of coaches across the school to ensure pedagogy follows the FISO (Framework for Improving Student Outcomes) model for

improved practice. Learning Walks and Lesson Studies are key strategies for improving teacher practice. We also ensure student voice and faces on data is at the centre of curriculum planning with all year level teams.

The school has a School Improvement Team that comprises of school leadership and key curriculum and welfare experts. The curriculum teams led by experts focus on literacy, numeracy, digital technologies, welfare, assessment and reporting and transition.

There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a variety of year level summative and formative assessments, and an analysis of school performance data including student, staff and parent surveys.

#### FURTHER INFORMATION AND RESOURCES

Please refer to additional policies such as the Student Engagement Policy for further information.

DET Resources –

<https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx>

#### REVIEW PERIOD

#### CUSTODIAN: PRINCIPAL CLASS

AMENDMENTS MADE BY CUSTODIANS ONLY.

ALL AMENDMENTS TO BE PASSED BY SCHOOL COUNCIL.

ALL STAFF TO BE ADVISED OF POLICY AMENDMENTS.

Revision	Review Date	Reviewer	Amendments	Passed by School Council	Comments
A	14.10.2019	Roger Kent(A.P.)	No	Yes	Adapted from DET Exemplar Policy
B	17.9.2020	Roger Kent(A.P.)	Yes		Amendments made regarding LOTE Pg.1

Whole School Victorian Curriculum Plan 2020			Learning Areas																				Capabilities															
			English			Health and P.E.		Humanities				Science		Mathematics			The Arts					Digital Technologies			Design and Technologies		Languages		Critical and Creative Thinking		Ethical		Intercultural		Personal and Social			
Based on 40 weeks			Reading and Viewing	Writing	Speaking and Listening	Personal, Social and Community Health	Movement and Physical Activity	Civics and Citizenship	Geography	History	Economics and Business	Science Understanding	Science Inquiry Skills	Number and Algebra	Measurement and Geometry	Statistics and Probability	Dance	Drama	Media Arts	Music	Visual Arts	Visual Communication and Des	Digital Systems	Data and Information	Creating Digital Solutions	Technologies and Society	Technologies Contexts	Creating Designed Solutions	Communicating in a LOTE	Understanding	Questions and Possibilities	Reasoning and Meta Cognition	Understanding Concepts	Decision Making and Actions	Cultural Practices	Cultural Diversity	Self-awareness and management	Social awareness and management
Foundation to Year 2	English	400	✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2	
	Maths	300	✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	P.E./Sport	33	✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	Performing Arts	33	✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	Art	33	✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	Integrated Studies/PERMA		✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X								
	Health	160	✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	History		✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	Science		✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	Design/Technology		✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
	Digital Technologies		✓	✓	✓	✓	✓	X	X	X	X	1-2	1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	1-2	1-2	1-2	X	X	X	X	X	2	2	x	x	1-2	1-2	F-2	F-2
Assemblies/Rolls	41																																					
Year 3 and 4	English	400	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	Maths	300	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	P.E./Sport	33	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	Performing Arts	33	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	STEM	33	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	Integrated Studies/PERMA																																					
	Health	160	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	Humanities		✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	History		✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	Digital Technologies		✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
	Art/PERMA		✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	3-4	x	x	3-4	3-4	3-4	3-4	3-4
Assemblies/Rolls	41																																					
Year 5 and 6	English	400	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
	Maths	300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
	P.E./Sport	64	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
	Performing Arts	25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
	STEM	25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
	Positive Education	25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
	Integrated Studies/PERMA																																					
	Health	120	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6
Humanities	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6	
History	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	5-6	5-6	5-6	5-6	5-6	5-6	5-6	5-6	

