

A Respectful and Responsible Learning Community  
**2021 Curriculum Framework Policy**

### **Purpose**

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.

At Great Ryrie, we encourage students to strive for excellence in all of their endeavours, by providing an inclusive, rigorous learning environment that challenges and engages students to grow as passionate learners. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Great Ryrie Primary School is committed to implementing a culture of child safety, inclusive of all school environments, in and outside of school hours and practices zero tolerance of child abuse.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

### **Implementation**

1. Our school will recognize and respond to diverse student needs when developing its curriculum programs and curriculum plan.
2. Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
3. There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Foundation to Year 6 at our school (**see Appendix A & C**).
4. The Department of Education and Early Childhood Development places a high priority on the teaching of Literacy and Numeracy, Physical and Sport Education, Language and EAL. Our school also places a high priority on the teaching of these learning areas.
5. Transition from Pre-School to Primary School to Secondary College is a critical element in our school program.
6. Teaching and learning programs will be resourced through Program Budgets.

### **Program**

1. Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan, by providing 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.
2. Learning Teams will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subjects. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN, PAT, Essential Assessments, Cold Write samples, and Fountas and Pinnell Running Records, as well as analysis of school performance data including student, staff and parent surveys.
3. The Leadership group is focused on continuous analysis of a range of data around school improvement. There is a high level of professional development and the promotion of professional autonomy in the

A Respectful and Responsible Learning Community  
**2021 Curriculum Framework Policy**

context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

4. 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.
5. The Victorian Curriculum will be used as a framework for curriculum development and delivery at Years Foundation to Six in accordance with DET policy and guidelines.
6. Every year our school will do an audit of the Year Foundation to Six curriculums. This audit will inform future curriculum planning. Teaching teams are currently responsible for core curriculum development and delivery of the learning areas: literacy, numeracy, the humanities, science, personal and social learning, technologies, as well as, integration of the other Capabilities outlined in the Victorian Curriculum. To facilitate this implementation, course outlines, assessment criteria and record keeping will be produced reflecting the Victorian Curriculum.
7. The DET requirements related to the teaching of Physical Education, Sports Education, The Arts and Language, EAL and Refugee Transition will continue to be implemented as far as annual resources will allow. Great Ryrie Primary School will conduct programs to meet these requirements.
8. The use of Digital Technologies will be integrated across the curriculum to support teaching and learning programs.
9. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
10. Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget.
11. The curriculum plan will provide 25 hours student instruction per week (**see Appendix B**).

**Links and Appendices (including processes related to this policy)**

Links which are connected with this policy are:

<https://victoriancurriculum.vcaa.vic.edu.au/>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations
- Appendix C: Responsibility for Delivery of the Victorian Curriculum

**Evaluation**

This policy will be reviewed every three years, or more often if necessary due to changes in regulations or circumstances.

**This policy was last ratified by School Council on: 29<sup>th</sup> April 2021**

A Respectful and Responsible Learning Community  
**2021 Curriculum Framework Policy**

**Appendix A: Curriculum Plan – including time allocations**

**Years Foundation to Six**

The curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis. Each session is 50 minutes. The breakdown of the weekly cycle is as follows:

<b>Year F-6</b>	
<b>Domain</b>	<b>Minutes per Week</b>
English (EAL)*	550
Mathematics*	300
Science*	80
Humanities* (History, Geography, Civics and Citizenship, Economics & Business)	160
Language	50
Visual Arts	50
Health and Physical Education	120
Performing Arts	50
Technologies	80
Personal & Social Learning*	60
<b>TOTAL</b>	<b>1500 per week</b>

\*Includes the Victorian Curriculum Capabilities of Critical and Creative thinking, Ethical, Intercultural

A Respectful and Responsible Learning Community  
**2021 Curriculum Framework Policy**

**Appendix B: Day Structure**

<b>BELL/MUSIC</b>	<b>8:55am</b>	
<b>CLASSES COMMENCE</b>	<b>9:00 am – 10.40am</b>	
<b>RECESS</b>	<b>10:40am – 11:10</b>	<b>(30 minutes)</b>
<b>CLASSES CONTINUE</b>	<b>11:10 am – 1.00pm</b>	
<b>LUNCH</b>	<b>1:00 – 1:50pm</b>	<b>(50 minutes)</b>
<b>CLASSES CONTINUE</b>	<b>1.50pm – 3.30pm</b>	

A Respectful and Responsible Learning Community  
**2021 Curriculum Framework Policy**

**Appendix C: Responsibility for Delivery of the Victorian Curriculum**

Curriculum planning is well advanced for delivery of all required learning areas and capabilities from Foundation to Year 6.

<b>Domain</b>	<b>Delivered through :</b>
The Arts (F-6)	Art /Performing Arts
Critical and Creative Thinking (F – 6)	Across the Curriculum
Health and Physical Education (F - 6)	Health and Physical Education/Sport
Languages (1 - 6)	Indonesian
English (F - 6)	English/ EAL
Mathematics (F-6)	Mathematics
Personal and Social Learning (F - 6)	Personal and Social Learning Across Curriculum
<b>The Humanities</b>	
Civics and Citizenship (3 - 6)	Interdisciplinary – Integrated Unit
The Humanities - Economics (5/6)	Interdisciplinary – Integrated Unit
The Humanities - Geography (F - 6)	Interdisciplinary – Integrated Unit
The Humanities - History (F – 6)	Interdisciplinary – Integrated Unit
Science (F - 6)	Science/ Across Curriculum
Technologies (F- 6)	ICT / Across Curriculum
Ethical and Intercultural (F – 6)	Across Curriculum