



St Andrews Primary School No: 0128

St Andrews Primary School
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Curriculum Framework and Student Learning Outcomes Statement

Overview

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.

St Andrews 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 culturally inclusive curricula.

Curriculum Guidelines

St Andrews Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

St Andrews Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, designed to enhance effective learning for the 21st century.

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. We also value all areas of the curriculum. Literacy and Numeracy are a focus. Our Arts program, including Music, Visual Arts and Performing Arts are highly valued at St Andrews Primary school.

Preparing young people for the transition from primary school into secondary school and beyond is part of our curriculum planning.

Teaching and learning programs will be resourced through Program Budgets.

Teaching programs and practices and the curriculum will be regularly reviewed and adaptations made to suit the ever-changing needs of our students and the community.

Program

Program Development

St Andrews 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 school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:-

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

The Victorian Curriculum (VC) 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.

To facilitate this implementation, unit documentation and assessment criteria will be produced that reflect the Victorian Curriculum.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

Program Implementation

All teaching staff at St Andrews Primary School 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 subject choices.

The DET requirements related to the teaching of Languages, Physical and Sports Education will continue to be implemented. New Arrivals Program / English as an Additional Language (EAL) will be implemented as required.

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](#)'.

Student Wellbeing and Learning

St Andrews 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 Victorian Curriculum.

Students with Disabilities

The Department of Education and Training and St Andrews 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.

St Andrews Primary School will liaise with DET, where necessary to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

St Andrews Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- 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) and KESO
- 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 on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. All teaching staff and the principal will be involved in the audit and evaluation process 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, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

Student Learning Outcomes

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data plays a key part in the ongoing school improvement process.

Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, PAT R and PAT M, Teacher Judgements against the Victorian Curriculum, Top Ten Numeracy pre and post testing etc. All teaching staff will be involved in tracking whole school, cohort and individual data and identify potential teaching and learning areas that require further focus.

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 Plan.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Plan, provision of extra teaching support if available and/or referral for further assessments.

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. The more immediate the feedback, the greater the impact.

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

For parents: Student reports and parents/teachers and students meetings will provide an opportunity for teachers to provide feedback regarding student achievement. ILP and/or SSG meetings will occur as required.

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.

Links and Appendices

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Framework for Improving Student Outcomes](#)
- [Assessment](#)
- [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: Year Level School Curriculum Plans and Scope and Sequence Documents
- Appendix 2: Time allocations per learning area Foundation to Year 6

Review and Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This policy was last updated on 12/02/2020 and is scheduled for review in 2021.

THIS POLICY DOES NOT NEED SCHOOL COUNCIL APPROVAL	
Date Presented to School Council for Noting	13/02/2020

Appendix 1

Whole school curriculum plans and Scope and Sequence Documents

– These can be found on the Whole School Google Drive Account

Appendix 2

Time allocations per learning area

Foundation –Year 6

The curriculum, F – 6 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is 60 minutes.

The approximate breakdown of the weekly cycle is as follows:

Foundation / 1	
Learning areas	Hours per week
English	10
Mathematics	5
Science	1
Humanities	1
Japanese	1
Health and PE	2
Visual and Performing Arts	1.5
Technologies	1
Developmental play	1
Library	1
Assembly	0.5
TOTAL	25 per week

Year 2 & 3	
Learning areas	Hours per week
English	10
Mathematics	5
Science	1
Humanities	3

Japanese	1
Health and PE	1
Visual and Performing Arts	1.5
Technologies	1
Library	1
Assembly	0.5
TOTAL	25 per week

Year 4, 5 & 6	
Learning areas	Hours per week
English	10
Mathematics	5
Science	1
Humanities	3
Japanese	1
Health and PE	2
Visual and Performing Arts	1.5
Technologies	1
Assembly	0.5
TOTAL	25 per week