

PATTERSON LAKES PRIMARY SCHOOL



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CURRICULUM FRAMEWORK POLICY

RATIONALE

The core purpose of Patterson Lakes Primary School as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. 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.

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, students 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. Our school encourages its students to strive for excellence in all 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 Overview.

AIMS

- To provide a broad offering of programs to meet the demands of the students.
- To ensure that school curriculum programs are designed to enhance effective learning.
- To implement the Victorian Curriculum from Years Foundation to 6.

In Victoria the school curriculum is set out in the Victorian Curriculum F–10 and defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship. Whole-school curriculum documents cascade through the four interrelated layers of School, Curriculum Area, Year Level, and Unit/Lessons. Whilst each layer within curriculum planning can be viewed separately, the aim of whole-school curriculum planning is being able to view the interrelationships between the layers. This enables teaching and learning programs to be developed and reviewed from different perspectives, ensuring curriculum coverage.

IMPLEMENTATION

- The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Foundation to 6 in accordance with DET policy and guidelines
- 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
- 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 the required 25 hours of student instruction per week
- The DET requirements related to the teaching of Physical Education, The Arts, Language Education and English as an Additional Language (EAL) will continue to be implemented
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes
- The staff will meet regularly to track whole school data and identify potential curriculum areas that require focus
- 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 Qualification Authority and on the school website.
- Directors of English, Maths and STEAM (Science, Technology, Engineering, Arts and Mathematics) with their teams create Curriculum Area documents that follow a scope and sequence.
- Professional Learning Teams (PLT) develop an overview whole term planner and then use this to guide their weekly detailed planning documents to create lessons for reading, writing, numeracy and wellbeing. PLTs also develop units of work called a 'design' which is a document that overlays the unit and is developed during planning sessions allowing for student voice and agency.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include Independent Reading and the 'Be You' wellbeing program. 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. 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, Language (Spanish), STEAM, and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and

supported by camps for students in Years 3, 4, 5 and 6 and excursion initiatives. The school is an active participant in district sport competitions.

Professional Learning Teams (PLT) ensure scope and sequence and curriculum coverage is monitored across the school. The PLT are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies. Specialist programs from Foundation to Year 6 are delivered for Physical Education, Visual and the Performing Arts. Language (Spanish) is from Foundation to Year 4 and STEAM in Years 5 & 6. Supportive curriculum initiatives and programs include EAL and Literacy intervention.

Professional Learning Communities (PLC) focuses on data and curriculum. The school also has two Learning Specialists who have a focus on data and curriculum. The School Improvement Team consists of the leadership team (Principal, Assistant Principal and Leading Teacher), Learning Specialists and Directors of English, Maths and STEAM. This team focuses on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting, and personalised learning, including student voice and agency.

The school has developed a structured approach to curriculum planning which 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 suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Related policies AND RESOURCES

- School Policy and Advisory Guide:
 - [Student Wellbeing and Engagement](#)
 - [Inclusive Education](#)
 - [Koorie Education](#)
 - [Teaching Aboriginal and Torres Strait Islander Culture](#)
 - [Safe Schools](#)
 - [Supports and Services](#)
 - [Program for Students with Disabilities](#)

EVALUATION

Guidelines are updated every 3 - 4 years as per DET recommendations.

CERTIFICATION

This policy was ratified at the School Council Meeting held at Patterson Lakes Primary School, May 22nd 2019.

Signed 
School Council President

Signed 
Principal