



NEWHAM PRIMARY SCHOOL

Curriculum Framework Policy

The Minimum Standards for School Registration require all schools to have a curriculum framework in place which must include:

- an explanation of how appropriate time is allocated across the eight learning areas
- an explanation of how and when curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum, whether through the Victorian Curriculum or other approved curriculum programs, integrated programs or online learning
- a whole-school curriculum plan showing how the curriculum is organised
- a whole-school curriculum plan (which shows how appropriate time is allocated across the eight learning areas and how the curriculum is organised)

The core purpose of this 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.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the Fountas and Pinnell Literacy approach combined with Jen Serravallo reading strategies and the School Wide Positive Behaviours Support program and Berry Street Program supporting welfare and wellbeing of students. The school is a '5 Star Sustainable' school and has accreditation indicating this achievement. 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 (French), Science and Music. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of 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 and keyboard programs.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams 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 Prep to Year 6 are delivered for Physical Education, Music, Science, Language (French) and Coaching in Literacy and Numeracy.

The school has School Improvement Teams with a leader and teacher representation from each level of the school. These teams focus on literacy, numeracy, School Wide Positive Behaviour Support/Welfare/Wellbeing and Professional Learning Community team.

The leadership group is focused on 4 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. Professional development supports 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. 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.

REVISION HISTORY

School Council approval not required.

CURRICULUM FRAMEWORK Policy					
Version	Date Created	Date Ratified at School Council (if required)	Revisions Made	Leader of Policy	Next Policy Review
1	Feb 2019	25 th March 2019	Developed through DET & VCAA Guidelines	Stuart Telford	March 2020
2	March 2020	March 2020	Removal of drums as an instrumental music option.	Simone Wood	March 2024
3	May 2024	May 2024	Removed guitar program	Tim Furphy	May 2026