



CURRICULUM FRAMEWORK POLICY

Rationale

At Cheltenham Primary School the Victorian Curriculum is applied to develop and implement education programs that are purposeful to the needs of all students. Our innovative STEAM curriculum and culture of excellence creates a collaborative learning context that engages and extends students holistically.

Our school encourages students to strive for excellence in all of their endeavours. At Cheltenham Primary School our commitment to 21st century learning and teaching design, offers students the opportunity to develop their curiosity and deepen their transdisciplinary understandings throughout their school life.

Our curriculum is thoughtfully planned and explicitly taught to enable students to have voice and choice in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement and include all forms of technology as a tool for learning. A wide range of educational resources and student actioned activities, enhance classroom learning. The curriculum is underpinned by formative and summative assessment to identify each child's zone of proximal development and informed by evidence based research.

Our curriculum framework allows every child the opportunity to develop:

- a strong foundation in the essential knowledge, understandings, skills and values on which further learning and adult life can be built;
- extended learning to deepen their understandings, skills and values to achieve advanced learning through creativity and real world application;
- general capabilities for flexible and analytical thinking,
- social capabilities to manage self and to work with others collaboratively and,
- an ability to connect their learning in a transdisciplinary way.

Aims

Cheltenham Primary School aims to implement a dynamic curriculum that is:

- evidenced based and outcomes focused;
- engaging and relevant and that enables students to develop deep levels of knowledge, processes and skills for life-long learning;
- is differentiated to the needs of students with a range of interests, abilities, skills, and motivation;
- designed to encourage students to think, reflect and become independent, resourceful and adaptive;
- collaborative – allowing students to interact with others and the wider community;
- compliant with DET policies and based on the Victorian Curriculum



Implementation

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches and the way in which teachers and classes are organised. It also reflects all decisions related to the need for, and use of school facilities and resources.

Each year Cheltenham Primary School maps out its curriculum framework. All students in Years Foundation to Year 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum priorities through our daily, weekly, term and annual planning.

The following table provides the time tabled allocation for Victorian Curriculum learning domains at Cheltenham Primary School. In addition our problem-based STEAM approach to learning encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

Minimum Time Tabled Allocation per week:

- English 8 hours
- Mathematics 5 hours
- STEAM 3 hours
- Health and Physical Education Foundation to Year 4: 1.5 hours; Years 5–6: 2.4 hours
- Performing Arts/Visual Arts: one hour per week (fortnightly roster)
- Library F-2: 30 minutes
- Kitchen classroom: 1 hour (fortnightly)
- LOTE 40 minutes
- Personal and Social Capabilities 1 hour

Literacy

Literacy learning encompasses the strands of Reading, Writing, Speaking and Listening as outlined in the Victorian Curriculum. Literacy is integrated in every subject domain, including specialist classes

- It is expected that a two hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.

Numeracy

Mathematics teaching encompasses the strands of Number and Algebra, Measurement and Geometry and Statistics and Probability as outlined in the Victorian Curriculum.

- It is expected that an hour numeracy block be scheduled each day. This can also be integrated across other areas of learning.

Health and Physical Education

- Cheltenham Primary School mandates the following times to Physical Education:



- F-6: 1 x 40min specialist session each week; Foundation additional 30 minutes per week as PMP.
- 5-6: 3 hours per week of sport with 40 minutes for physical education.
- The school is a member of Cheltenham Sports District
- The school participates in the Cheltenham Sports District sport events summer sport, winter sport, and athletics and cross country.
- The Swimming Program is offered once per year for each year level in Years F-4 and a Surf Life-saving Program, once a Year for Years 5 and 6.
- The Physical Education Program is supplemented by outside sporting associations that may run clinics in Physical Education sessions to enhance the development of specific sporting skills.
- The school has a whole school approach to Health Education, including Life Education (Resilience project). Other health related topics that the school will cover include Healthy Eating, Sex Education (Years 5 and 6).

Languages

The school provides tuition in a Language other than English from Foundation to Year 6 by a suitably qualified teacher and report student achievement from Level 4 onwards. At Cheltenham Primary School the Language is German and the instructional mode is partial immersion.

Digital Technologies

At Cheltenham Primary School it is a priority to integrate Digital Technologies across the whole school curriculum. All curriculum planning documents include the use of digital technologies.

Students with Disabilities

Cheltenham Primary School is committed to delivering an inclusive education that ensures all students, including students with disabilities, have access to the education program and that this reflects their diverse needs.

The school liaises with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Guidelines

The Principal has the overall responsibility for the implementation of curriculum at the school. They may delegate aspects of this role to other staff members and curriculum leaders to work alongside the Principal in the development of programs and curriculum delivery. Professional Learning Community teams (PLCs) develop specific curriculum areas and provide advice to the staff as a whole.

This policy works in alignment with the Assessment and Reporting Schedules and Home study policy.



The curriculum taught at Cheltenham Primary School reflects all the areas in the Victorian Curriculum.

Victorian Curriculum	
Victorian Curriculum F-10 is represented as <i>a continuum of learning</i>	Learning Areas
	Capabilities
	<ul style="list-style-type: none">The Arts<ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication DesignEnglishHealth and Physical EducationThe Humanities<ul style="list-style-type: none">• History• Geography• Civics and Citizenship• Business and EconomicsLanguagesMathematicsScienceTechnologies<ul style="list-style-type: none">• Design and Technologies• Digital Technologies
	<ul style="list-style-type: none">Critical and Creative ThinkingEthicalInterculturalPersonal and Social

The school ensures that it has a comprehensive budget to support curriculum programs..

Cheltenham Primary School's strategic plan is the school's statement to the community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines the school values and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.

The Cheltenham Primary School annual implementation plan outlines one-year goals that are steps towards achieving the broader targets set in the strategic plan. It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its strategic plan.

Each term, level teams will produce a curriculum planning document detailing the learning focuses of the term. Weekly Professional Learning Team meetings have a focus on improving teacher practice and student outcomes.

Curriculum and school Learning Leaders ensure that the Victorian Curriculum scope and sequence and curriculum coverage is monitored across the school.

The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.

The teaching of science will be an integral component in curriculum planning and delivery.

The teaching of the humanities will be an integral component in curriculum planning and delivery.



The school has a range of diverse specialist programs to deliver various curriculum such as Languages, Library, Science, Kitchen Classroom, Physical Education, Performing Arts and Visual Arts.

Problem-based inquiry is used in STEAM to encourage purposeful cross curriculum opportunities to enhance learning through meaningful context.

A range of programs support curriculum delivery in the school. These include English as an Additional Language (EAL), Literacy Intervention, and the Program for Students with Disabilities.

A comprehensive assessment schedule is revised each year to support the assessment and monitoring of student learning.

Excursions and/or incursions are organised to complement the curriculum. Generally one excursion and one incursion will be organised per term. Other experiences, such as camps, sporting programs and leadership courses are also offered.

Special school events and days are celebrated by the school, to enhance curriculum programs. For example: STEAM Expos, Education Week, Book Week, Literacy and Numeracy Week.

Program Evaluation and Review

Teams meet weekly in PLCs and track whole school data and identify potential curriculum areas that require focus each term. Data analysed includes, NAPLAN, PAT testing, Essential Assessment, Running Records, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.

Student learning outcomes data is reported in the Annual Report to the School Community available on the school website.

Evaluation

This policy was last ratified by School Council in June 2019 and will be reviewed in June 2022.