



# Urquhart Park Primary School

## CURRICULUM FRAMEWORK

### POLICY

#### **Rationale:**

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. Urquhart Park 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.

Urquhart Park Primary School is a Candidate IB World School offering the Primary Years Program (PYP), which is a curriculum framework for international primary education. The PYP does not replace the curriculum set by the Victorian Government but rather integrates all subjects traditionally taught under the 'umbrella' of this approach. The IB PYP is the *HOW* we educate – the philosophy, pedagogy and methodology, and the Victorian Curriculum is the *WHAT* we teach – the content, knowledge and skills.

#### **Curriculum Guidelines and Program Development:**

Urquhart Park Primary School will:

- Comply with Department of Education and Training (DET) and IB policies, guidelines, standards and practices in relation to its curriculum framework.
- Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan to provide a broad range of teaching and learning programs to ensure improved student outcomes.
- Comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- Place a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL), as required by DET and the IB.
- Prepare young people for the transition from kindergarten to school and Year 6 to secondary school.
- Provide a variety of programs to 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.
- Identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Utilise the Victorian Curriculum as a framework for curriculum development and delivery at Foundation - Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The Victorian Curriculum F-10, together with the Victorian Early Years Learning and Development Framework, specify the skills children need for success in work and life. The Victorian Curriculum F-10 is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and

learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum', referred to as Levels A to D. The Victorian Curriculum F-10 includes 8 learning areas and 4 capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in 5 or 6 bands in all other learning areas and capabilities. Achievement standards are provided in 4 levels (Levels A-D) for students with disabilities.

- Provide at least 25 hours student instruction per week.

### Implementation:

- Urquhart Park Primary School will meet the requirements of the Victorian Curriculum as stipulated by DET along with the standards and practices specified by the International Baccalaureate
- The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science and Technologies
- The PYP Programme of Inquiry (PoI) forms the basis of our curriculum. The PoI is made up of Units of Inquiry (UoI) which are taught at each year level. Each year level completes six UoI per year. UoI are concept driven, and related topics from different subject areas are chosen to link together as transdisciplinary units.
- When developing the PoI, PYP teachers must consider the 5 essential elements as follows:-
  - Knowledge- Significant, relevant content that we wish the learners to explore and know about, taking into consideration their prior experience and understanding.
  - Concepts- Powerful ideas that have relevance within the subject areas but also transcend them and that learners must explore and re-explore in order to develop a coherent, in-depth understanding.
  - Skills -Those capabilities that the learners need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary.
  - Attitudes -Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
  - Actions- Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.
- The school may support curriculum delivery with supplementary programs such as Life Education, when relevant to the PoI.
- The 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.
- Through the delivery of the PYP, the school will provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- The school will develop targeted learning programs to accommodate student developmental needs within the Victorian Curriculum's continuum of learning.
- All students will receive a curriculum that is **engaging** (of interest to the learners, and involving them actively in their own learning), **relevant** (linked to the learners' prior knowledge and experience, and current circumstances, and therefore placing learning in a context connected to the lives of the learners), **challenging** (extending the prior knowledge and experience of the learners to increase their competencies and understanding) and **significant** (contributing to an

understanding of the transdisciplinary nature of the theme, and therefore to an understanding of commonality of human experiences).

- DET and Urquhart Park Primary School is committed to delivering an inclusive curriculum that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. The school will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.
- Urquhart Park Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students by supporting the development of high expectations and individualised learning. As a Candidate PYP school, the school strives to create an environment that respects, recognises and celebrates cultural identity through practice and curriculum. The school will work in partnership with the Koorie community for example, via Koorie Engagement Support Officers (KESOs), to develop an increased understanding of Koorie culture and to implement programs and initiatives as required.
- Time for delivery of each learning domain will be allocated according to the whole-school curriculum plan and PYP Program of Inquiry.
- A wide range of educational resources to support teaching and learning will be accessed.
- The school will undertake a range of student assessment and reporting activities.
- The School Strategic Plan and the Annual Implementation Plan will identify the key strategies for improvement in student learning outcomes
- Whole school data will be tracked to identify learning progress and curriculum areas in need of attention. Data sources include, but are not limited to, NAPLAN, school based testing and teacher judgements based upon learning outcomes in the Victorian and IB curricula.
- The Program of Inquiry will undergo frequent reflection and every year, the curriculum will be reviewed. This will inform future curriculum planning.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, also on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

### **Evaluation:**

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

Appendices which are connected with this policy are:

- Appendix A: Time allocations per learning area Foundation to Year 6

This policy was last reviewed by in July, 2018

## Appendix A: Time Allocations per Learning Area

The curriculum, F – Year 10, is based on the Australian Curriculum and Victorian Curriculum.

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:



Foundation to Year 2	
Domain	Minutes per week
English	600
Mathematics	300
Science	120
Humanities	120
Languages (Japanese)	60
PE/ Health & Sport	120
Art	60
Music	60
Technologies – Digital technologies	60
<b>TOTAL</b>	<b>1500 per week</b>

Year 3 – Year 6	
Domain	Minutes per week
English	600
Mathematics	300
Science	120
Humanities	120
PE/ Health & Sport	120
Languages (Japanese)	60
Arts (Art, Media, Music and Drama)	90
Technology (Digital Technologies)	90
<b>TOTAL</b>	<b>1500 per week</b>

