



“We flourish as engaged bilingual global citizens who can face challenges as critical, creative thinkers. Our exemplary holistic education promotes a lifelong love of learning.”

## CAMBERWELL PRIMARY SCHOOL – CURRICULUM FRAMEWORK POLICY

### RATIONALE

Camberwell 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 comprehensive, broadly based and culturally inclusive curricula.

### POLICY

Camberwell Primary School is a bilingual school. It delivers curriculum through two languages: English and French. The school delivers the Victorian Curriculum as provided by the Victorian Curriculum and Assessment Authority. The school structures learning to include the course content, student activities, teaching approaches and the way in which teachers and classes are organised, as well as making decisions on the need for and the use of facilities and resources.

### GUIDELINES

Each year the school will map out its curriculum offerings in the form of a yearly planner per year level. Camberwell Primary School will meet the standards with:

- A time allocation per each of the eight learning areas: English, Mathematics, Science, Health and physical education, Languages, Humanities and social sciences, (History, Geography, Civics and citizenship, Economics and business), The Arts, and Technologies (Design and Digital Technologies)
- An explanation of how curriculum and teaching practice will be reviewed
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan)

### CURRICULUM GUIDELINES

Camberwell Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. It will also 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, from Foundation to Year 6, designed to enhance effective learning for the 21st century.

The Department of Education and Training (DET) places a high priority on the teaching of Physical and Sport Education, languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas. Teaching and learning programs will be resourced through program budgets.

### PROGRAM

Camberwell 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.

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The Australian Curriculum (AC) and Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school will provide at least 25 hours student instruction per week.

### PROGRAM IMPLEMENTATION

Camberwell 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. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program/EAL will continue to be implemented.

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’](#) and the school’s own endorsed policy.

Curriculum leaders will be required to review the policy statement and prepare a comprehensive annual program budget and submit these to the business manager.

### STUDENT WELLBEING AND LEARNING

Camberwell 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. This will be addressed by:

- 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
- attending to student voice and interest through the principles of Deep Learning
- accommodating student developmental needs

#### *Students with Disabilities*

The Department of Education and Training and Camberwell 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.

Camberwell Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

#### *Koorie Education*

Camberwell 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).
- 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.

### PROGRAM EVALUATION & REVIEW

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**Curriculum review** is linked closely to the Professional Learning Communities (PLCs): a fundamental structure that ensures all teachers plan and review curriculum. The curriculum is planned across the year in four term planners.

Teachers at each level work together weekly as a PLC to discuss and plan for student learning across the level. This develops a shared ownership for ensuring quality student learning and celebrating achievement. The team uses evidence in the form of work samples and assessment data to determine priorities for curriculum delivery based on the curriculum framework.

This structure enables school structures that guarantee specifically allocated times to ensure weekly meetings occur. Meetings are chaired by a PLC Leader accountable for archiving the minutes and evidence of student learning at their level. The PLC is a forum where the Principal Class Officers can keep abreast of student learning and professional learning of the teachers at each level.

The PLC leaders at each level will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, formative assessment, school-based testing such as PAT (Acer), and teacher judgments based on learning outcomes in both the AC and VC.

Every year, members of the leadership team will work with relevant professional learning teams to audit the curriculum of each program. This audit will inform future curriculum planning and documentation.

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.

Camberwell Primary School has a focus on improving teacher practice to better cater for all students across a level. This is achieved through a process of ongoing data driven discussions in the PLCs, coaching and mentoring, shadowing, and collegiate observations.

This requires developing leaders with the capacity to lead Professional Learning Communities that are focused on developing curriculum focused on what students require to progress to the next level of learning.

Two more formal checkpoints occur, the Performance and Development Plan mid-cycle review and the end-cycle review. These checkpoints ideally occur across the school in:

- February Preparation - Setting the focus for review based on evidence
- April Commence cycle - Goal setting based on evidence
- August Mid -Cycle - Review of progress based on evidence
- November/December End -Cycle - Review of progress based on evidence

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#### EVALUATION

- As per DET guidelines, this policy will be reviewed every 3-4 years or more often if necessary due to changes in regulations or circumstances.
- This policy will be published on the Camberwell Primary School website

#### RELATED POLICY OR PRODEDURES

[insert link to Student Wellbeing and Engagement policy once uploaded to school website]

#### REFERENCES

- Links to DET School Policy & Advisory Guide:  
Curriculum - <http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx>
- Using Digital Technologies to Support Learning and Teaching  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/techsupport.aspx>
- Student Wellbeing and Learning  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/wellbeing.aspx>
- Program for Students with Disabilities  
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx>

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