



Curriculum Framework Policy

Statement:

The curriculum is a statement of the purpose of schooling. It 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. The provision of a guaranteed and viable curriculum is one of the factors that has most impact on student learning.

Our school understands that successful learning is more likely when individual learners are given learning opportunities appropriate to their current levels of achievement and learning needs (Vygotsky 2013). To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Enabling students' progress along this learning continuum is the fundamental role of teachers and schools.

Guidelines (Department of Education and Training):

- A high quality curriculum is a set of progressions that define increasingly complex knowledge, skills and concepts grouped by learning areas and capabilities
- The curriculum is what is to be taught and learnt providing a necessary framework for decisions about the structure of the teaching and learning program at each level of whole school, curriculum area, individual year level and units of work
- It enables teachers to identify the point of learning progression of each individual student and to plan for the appropriate next steps in learning
- Engaging in this learning process is the responsibility of the students
- Enabling students' learning progress is the role of the teachers and schools.
- Students learning is produced, shaped and affected by four connected components – what will be taught (curriculum), how it will be taught (pedagogy), how well a student has learnt the content (assessment) and where a student is on the learning continuum (reporting)
- The Victorian Curriculum F-10 design provides a structure for a curriculum that includes both discipline-based learning areas and capabilities
- The Victorian Curriculum provides a curriculum design that identifies the knowledge and skills that are important for effective citizenship and social engagement
- The curriculum will focus on five areas in Prep to Year two: English, Mathematics, The Arts, Health and Physical Education and Personal and Social Capability. A learning program that draws on the curriculum areas of Humanities, Languages, Science, Technologies, Critical and Creative Thinking, Ethical Capability and Intercultural Capability
- Schools then broaden their focus and ensure that in each two-year band of schooling at the Breadth stage (Years 3–8) student learning includes each of the curriculum areas, with a structured teaching and learning program in English, Mathematics and Science; substantial attention on Health and Physical Education, a Languages program, a Humanities program over a two year band of schooling; an Arts program; a Technologies program over a two year band of schooling; a learning program that includes in each two year band of schooling each of the capabilities (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capability)
- Aboriginal and Torres Strait Islander histories and cultures is provided through thematic learning that enables students to make connections and understandings of this fundamental component of Australian history and culture
- Asia and Australia's place in Asia, as well as Sustainability are also embedded in the curriculum of the learning areas

Implementation at Maldon Primary School:

The school uses the Victorian teaching and learning model, which brings the framework for improving student outcomes (FISO) into the classroom. When planning curriculum, we focus on high impact improvement initiatives and drive these initiatives through evidence-based decisions about teaching and learning.

When developing our curriculum planning...

- We place student needs at the centre of program planning and delivery
- We collaboratively design and implement a scope and sequence of learning
- We regularly review and update learning programs in line with whole school curriculum plans

To develop our students academically, socially, emotionally, physically and creatively, we...

- encourage students to be active community members
- value learning growth, celebrate success and foster care and empathy
- ensure that our school is a place where we can all feel safe, take appropriate learning risks and learn how to succeed through correct participation.
- understand that student engagement and school connectedness underpin effective learning.
- understand that the wellbeing of our students is central to our role as a school
- value and encourage student individuality and diversity.
- develop happy, confident and successful children
- develop life skills for the 21st century
- embed a sustained and continuous improvement ethos in all areas
- strive for excellence in an educational context that effectively engages and personalises learning to meet the diverse and complex needs of all learners in the 21st Century
- build staff efficacy through commitment to professional development, effective pedagogy and enhanced collaboration and team work
- deepen learning through a range of camps and excursion initiatives
- participate in district sport competitions

The school has developed an assessment schedule followed by all classroom teachers in the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. 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.

Our school shares student progress to parents/carers by writing individual student reports twice a year and two formal parent/teacher interviews (attended by students if they wish).

Our school reports to the local community via our annual report, providing a concise summary of the school's achievements and progress. The annual report is uploaded on our website, along with other communication and information.

See [Appendix 1](#) for whole school curriculum plan for 2019.

Review Cycle

The Curriculum Framework Policy was reviewed by School Council in May 2019 and is due for review in May 2020

Maldon P.S. 2019 YEARLY PLANNER

Whole School

Term	Maths - VCAA topics	English	Inquiry/ Social Learning / Healthy Lifestyles	Extra-curricula												
Term 1 Tues. Jan 29 th (staff) – April 5 th 10 weeks Labour Day – Mar 11 th Good Friday – Apr 19 th Daylight saving Apr 7 th	Prep/1: <i>Number and Place Value, Measurement, Data and Rep, Number and Place Value, Shape, Number and Place Value (Fractions and Decimals - Yr1), Measurement</i> 2/3: <i>Number and Place Value, Measurement (Shape - Yr3), Chance (Data - Yr3), Number and Place Value (Fractions and Decimals - Yr3), Patterns and Algebra - Yr3)</i> 3/4: <i>Number and Place Value, Shape, Measurement, Fractions and Decimals, Data Rep, Patterns and Algebra,</i> 5/6: <i>Number and Place Value, Fractions and Decimals, Number and Place Value (Number and Operations - Yr6), Geometric Reasoning (Shape - Yr5)</i>	Prep/1: <i>Unit 1 - Establishing Reading and Writing Workshops</i> 2/3: <i>Unit 1 - Establishing Reading and Writing Workshops, Narratives (Recounts)</i> 3/4: <i>Unit 1 - Establishing Reading and Writing Workshops, Narratives (Elements of story). Unit 2 - Persuasive texts</i> 5/6: <i>Unit 1 - Establishing Reading and Writing Workshops, Narratives (Elements of story). Unit 2 - Persuasive texts</i>	Concept: DISCOVERY <table border="1"> <tr> <td></td> <td>MAPPEN</td> <td>RRRR</td> </tr> <tr> <td>Prep/1:</td> <td>Shaping Identity*</td> <td rowspan="4">Topic 1: Emotional Literacy</td> </tr> <tr> <td>2/3:</td> <td>Light and Sound</td> </tr> <tr> <td>3/4:</td> <td>Forces and Functions</td> </tr> <tr> <td>5/6:</td> <td>The Journey to Discovery</td> </tr> </table> *Prep/1 class to do Identity in Term 1 as this fits better for beginning school		MAPPEN	RRRR	Prep/1:	Shaping Identity*	Topic 1: Emotional Literacy	2/3:	Light and Sound	3/4:	Forces and Functions	5/6:	The Journey to Discovery	Start-up program (8 days) Developing Our Learning Culture Chinese New Year Tues Feb 5 th Water Awareness Feb 13 th – Fri Mar 1 st Swimming Carnival Wed Mar 6 th Harmony Day Thurs Mar 21 st AFL 9s/Netball 3/4 Tues Apr 2 nd 5/6 Wes Apr 3 rd
	MAPPEN	RRRR														
Prep/1:	Shaping Identity*	Topic 1: Emotional Literacy														
2/3:	Light and Sound															
3/4:	Forces and Functions															
5/6:	The Journey to Discovery															
Term 2 Tues. April 23 rd – June 28 th 10 weeks	Prep/1: <i>Patterns and Algebra, Location and Transformation, Number and Place Value, Shape, Measurement, Number and Place Value, (Data Rep - Yr1)</i> 2/3: <i>Money, Number and Place Value, Measurement, (Location and</i>	Prep/1: <i>Unit 1 - Establishing Reading and Writing Workshops continued Unit 2 - Information texts</i> 2/3: <i>Unit 2 - Information texts</i> Unit 3 - Open Cycle	Concept: CHANGE <table border="1"> <tr> <td></td> <td>MAPPEN</td> <td>RRRR</td> </tr> <tr> <td>Prep/1:</td> <td>The Changing World</td> <td rowspan="4">Topic 2: Personal Strengths</td> </tr> <tr> <td>2/3:</td> <td>Stimulating Science</td> </tr> <tr> <td>3/4:</td> <td>Looking Backwards & Forwards</td> </tr> <tr> <td>5/6:</td> <td>Museums in Motion</td> </tr> </table>		MAPPEN	RRRR	Prep/1:	The Changing World	Topic 2: Personal Strengths	2/3:	Stimulating Science	3/4:	Looking Backwards & Forwards	5/6:	Museums in Motion	NAPLAN Boot Camp NAPLAN May 14 th – 24 th Reconciliation Day May 27 th Anzac Day Thurs Apr 25 th
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Prep/1:	The Changing World	Topic 2: Personal Strengths														
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<p>Anzac Day – Thurs 25th Apr Queen's Birth – June 10th</p>	<p><i>Transformation - Yr3), (Geometric Reasoning - Yr3)</i></p> <p>3/4: <i>Number and Place Value (Patterns and Algebra - Yr4), Location and Transformation, Geometric Reasoning, Money, Number and Place Value</i></p> <p>5/6: <i>Measurement (Geometric Reasoning - Yr6), Data Rep, Patterns and Algebra</i></p>	<p>3/4: <i>Unit 2 - Persuasive texts continued (including NAPLAN preparation)</i> <i>Unit 3 - Information texts</i></p> <p>5/6: <i>Unit 2 - Persuasive texts continued (including NAPLAN preparation)</i> <i>Unit 3 - Information texts</i></p>		<p>Queen's Birthday June 10th Mother's Day May 12th</p> <p>Cross Country 3-6 Mon Apr 29th Tabloid Sports P-2 Tu May 30th Footsteps Tuesdays May 30th, June 6th, 13th, 20th, 27th Div Soccer? Wed June 7th</p>
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<p>Term 3 July 15th – Sept 20th 10 weeks</p>	<p>Prep/1: <i>Number and Place Value, Measurement, Data Rep, Number and Place Value (Fractions and Decimals - Yr1), Shape, Number and Place Value</i></p> <p>2/3: <i>Number and Place Value, Measurement (Shape - Yr3), Data Rep (Chance - Yr3), Fractions and Decimals, (Number and Place Value - Yr3)</i></p> <p>3/4: <i>Number and Place Value (Patterns and Algebra - Yr4), Shape, Measurement, Fractions and Decimals, Chance, Number and Place Value (Patterns and Algebra - Yr4)</i></p> <p>5/6: <i>Fractions and Decimals, Number and Place Value, Patterns and Algebra, Location and Transformation</i></p>	<p>Prep/1: <i>Unit 3 - Poetry (including Acrostics and lists)</i> <i>Unit 4 - Narrative texts (Recounts)</i></p> <p>2/3: <i>Unit 4 - Poetry (including Shape poems and Cinquain)</i> <i>Unit 5 - Multi text type Unit</i></p> <p>3/4: <i>Unit 4 - Poetry (including Haiku and Diamante)</i> <i>Unit 5 - Literature Circles & Open Cycle</i></p> <p>5/6: <i>Unit 4 - Poetry (including Ballads and Rap)</i> <i>Unit 5 - Literature Circles & Open Cycle</i></p>	<p>Concept: IDENTITY</p> <table border="1" data-bbox="1070 116 1845 336"> <tr> <td></td> <td>MAPPEN</td> <td>RRRR</td> </tr> <tr> <td>Prep/1:</td> <td>The Bridge and Beyond</td> <td rowspan="4">Topic 3: Positive Coping</td> </tr> <tr> <td>2/3:</td> <td>Growing Older & Wiser</td> </tr> <tr> <td>3/4:</td> <td>The Game of Life</td> </tr> <tr> <td>5/6:</td> <td>Ethics and Emotions**</td> </tr> </table> <p>**Grade 5/6 class to do Identity in Term 3 to fit in with Preparation for Puberty</p>		MAPPEN	RRRR	Prep/1:	The Bridge and Beyond	Topic 3: Positive Coping	2/3:	Growing Older & Wiser	3/4:	The Game of Life	5/6:	Ethics and Emotions**	<p>Japanese Day Friday Aug 9th</p> <p>Div netball? Wed July 17th</p> <p>Div boys/mixed foot July 30th</p> <p>Prep 4 Pub Wed July 31, Aug 7,14,21,28</p> <p>Tennis Hot Shots? Fri 13th Sept</p> <p>Father's Day Sun Sept 1st</p> <p>NAIDOC Week starts July 7th</p> <p>Gr.5/6 Camp – Roses Gap Wed July 24th – 26th</p> <p>Gr 1/2 Boom. Ranch Sep 12/13</p> <p>Gr 3/4 Anglesea Mon Sep 16-18</p>
	MAPPEN	RRRR														
Prep/1:	The Bridge and Beyond	Topic 3: Positive Coping														
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<p>Term 4 Oct 7th – Dec 20th 11 weeks</p> <p>Melb Cup – Tues Nov 5th</p> <p>Daylight saving Oct 6th</p>	<p>Prep/1: <i>Number and Place Value, Measurement, Number and Place Value (Money - Yr1)</i></p> <p>2/3: <i>Shape, Patterns and Algebra, Location and Transformation, Shape (Measurement - Yr3), (Fractions and Decimals - Yr3), (Number and Place Value - Yr3)</i></p> <p>3/4: <i>Number and Place Value (Patterns and Algebra - Yr4), Location and Transformation, Measurement, Fractions and Decimals, Number and Place Value</i></p> <p>5/6: <i>Measurement (Geometric Reasoning - Yr6), Chance, Money and financial Maths</i></p>	<p>Prep/1: <i>Unit 5 - Imaginative texts (Author study)</i> <i>Unit 6 - Persuasive texts</i></p> <p>2/3: <i>Unit 6 - Imaginative texts (Author study)</i> <i>Unit 7 - Persuasive texts</i></p> <p>3/4: <i>Unit 6 - Imaginative texts (Author study)</i> <i>Unit 7 - Multi text type Unit</i></p> <p>5/6: <i>Unit 6 - Imaginative texts (Author study)</i> <i>Unit 7 - Multi text type Unit (Looking critically at texts)</i></p>	<p>Concept: CONNECTIONS</p> <table border="1" data-bbox="1070 119 1845 322"> <tr> <td></td> <td>MAPPEN</td> <td>RRRR</td> </tr> <tr> <td>Prep/1:</td> <td>Great and Small</td> <td rowspan="4">Topic 4: Problem Solving</td> </tr> <tr> <td>2/3:</td> <td>Through Generations</td> </tr> <tr> <td>3/4:</td> <td>Our island Home</td> </tr> <tr> <td>5/6:</td> <td>Data and Decisions</td> </tr> </table>		MAPPEN	RRRR	Prep/1:	Great and Small	Topic 4: Problem Solving	2/3:	Through Generations	3/4:	Our island Home	5/6:	Data and Decisions	<p>Remembrance Day Nov 11th</p> <p>Children's Day Wed Oct 23rd</p> <p>Orienteering 3-6 Fri Oct 25th</p> <p>Kickball P-2 Fri Nov 1st</p> <p>T20 cricket 5/6 Mon Nov 11th</p> <p>T20 cricket 3/4 Tues Nov 12th</p> <p><i>Late night stay</i> <i>Grade 1 sleepover</i> <i>Let's Ride (Bike Ed)</i></p>
	MAPPEN	RRRR														
Prep/1:	Great and Small	Topic 4: Problem Solving														
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LEARNING AREAS

The Arts

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication Design

English

Health and Physical Education

The Humanities

- Civics and Citizenship
- Economics and Business
- Geography
- History

Languages

Mathematics

Science

Technologies

- Design and Technologies
- Digital Technologies

CAPABILITIES

Critical and Creative Thinking

- Ethical
- Intercultural
- Personal and Social

Learning Area	Hours allocated per week	
	Grade Prep-2	Grade 3-6
English	10 hours	10 hours
Mathematics	5 hours	5 ¼ hours
Health and Physical Education	2 hours	3 hours (1 ½ hours of Health)
The Arts	1 hour (also integrated in English and PE)	1 hour (also integrated in English and PE)
Humanities/Science	2 hours (also integrated in English)	3 hours (also integrated in English)
Technologies	1 hour (also integrated in Health and Humanities)	1 hour (also integrated in Health and Humanities)
Languages	45 minutes	45 minutes
Capabilities		
Personal and Social Capability	2 ¼ hours	Integrated within learning areas
Ethical	Integrated within learning areas	
Intercultural	Integrated within learning areas	
Critical and Creative Thinking	Integrated within learning areas	