



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 2020.

Review Cycle

The Curriculum Framework Policy was reviewed by School Council in June 2020 and is due for review in February 2021.

Maldon P.S. 2020 YEARLY PLANNER

Planner

Whole School Curriculum

Term	Maths	English	Inquiry/ Social Learning / Healthy Lifestyles	Extra-curricula												
Term 1 Tues 28 th Jan (staff) – 27 th March 9½ weeks Labour Day – 9 th March	<p>Prep/1: Number (counting), Measurement (length), Stats and Probability (collecting data), Number (Place Value), Measurement (2D and 3D shapes)</p> <p>1/2: Number (Counting), Measurement (length and area), Stats and Probability (Collecting data), Number (Place Value), Measurement (2D and 3D shapes)</p> <p>3/4: Number (Place Value), Number (Fractions and Decimals), Measurement (Length), Measurement (3D shapes and Area), Stats and Probability (interpreting data)</p> <p>5/6: Number (Place Value, Prime, Composite), Number (Fractions and Decimals), Number (Operations)</p>	<p>Prep/1: Unit 1 - Establishing Reading and Writing Workshops, Recount (Diary/Literary Retelling). Unit 2 - Persuasive</p> <p>1/2: Unit 1 - Establishing Reading and Writing Workshops, Recount (Literary Retelling/Imaginative Retelling). Unit 2 – Persuasive (Posters, Slogans, Letters)</p> <p>3/4: Unit 1 - Establishing Reading and Writing Workshops, Recount (Biography). Unit 2 - Persuasive texts (Advertisements, Letters, Discussions)</p> <p>5/6: Unit 1 - Establishing Reading and Writing Workshops, Recount (Autobiography). Unit 2 - Persuasive texts (Letters, Discussions, Debating)</p>	<p>Whole School Topic – Me & Us (Civics and Citizenship) Enduring Understandings – Maldon PS Values and Who we are (as leaders)</p> <table border="1"> <thead> <tr> <th></th> <th>Unit Topic</th> <th>RRRR</th> </tr> </thead> <tbody> <tr> <td>Prep/1:</td> <td>R-E-S-P-E-C-T</td> <td rowspan="4"> Topic 1: Emotional Literacy Topic 2: Personal Strengths </td> </tr> <tr> <td>1/2:</td> <td>R-E-S-P-E-C-T</td> </tr> <tr> <td>3/4:</td> <td>Because We're Happy</td> </tr> <tr> <td>5/6:</td> <td>Leader of the Pack</td> </tr> </tbody> </table>		Unit Topic	RRRR	Prep/1:	R-E-S-P-E-C-T	Topic 1: Emotional Literacy Topic 2: Personal Strengths	1/2:	R-E-S-P-E-C-T	3/4:	Because We're Happy	5/6:	Leader of the Pack	<p>Start-up program (8 days) <i>Developing Our Learning Culture</i> Division Swimming 6th March Student First Aid 20th March NDA - No Bullying Day 20th March Harmony Day 21st March AFL 9s/Netball 25th & 26th March Orienteering Championships Gr 3-6 27th March</p>
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3/4:	Because We're Happy															
5/6:	Leader of the Pack															
Term 2 Tues 14 th April – 26 th June 11 weeks Anzac Day – Saturday 25 th April Queen's Birthday – Monday 8 th June	<p>Prep/1: Measurement (Time), Number (Addition and Subtraction), Number (Money), Stats and Probability (Chance), Number (Doubles/Near Doubles)</p> <p>1/2: Measurement (Time), Number (Addition and Subtraction), Number (Money), Stats and Probability (Chance), Number (Doubles/Near doubles)</p> <p>3/4: Number (Patterns), Number (Addition and Subtraction), Measurement (Location, Transformation, Symmetry), Measurement</p>	<p>Prep/1: Unit 1 - Narrative Unit 2 – Report (Descriptive)</p> <p>1/2: Unit 1 - Narrative Unit 2 – Report (Descriptive/Information)</p> <p>3/4: Unit 1 - Narrative Unit 2 – Report (Information)</p> <p>5/6: Unit 1 - Narrative Unit 2 – Report (Book Reports, Information)</p>	<p>Whole School Topic – Diversity and Culture (History) Enduring Understandings – Where we are in place and time and How we express ourselves</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>RRRR</th> </tr> </thead> <tbody> <tr> <td>Prep/1:</td> <td>Womin-dji-ka (Welcome)</td> <td rowspan="4"> Topic 3: Positive Coping Topic 4: Problem Solving </td> </tr> <tr> <td>1/2:</td> <td>Womin-dji-ka (Welcome)</td> </tr> <tr> <td>3/4:</td> <td>We are one, but we are many</td> </tr> <tr> <td>5/6:</td> <td>Who has the right?</td> </tr> </tbody> </table>			RRRR	Prep/1:	Womin-dji-ka (Welcome)	Topic 3: Positive Coping Topic 4: Problem Solving	1/2:	Womin-dji-ka (Welcome)	3/4:	We are one, but we are many	5/6:	Who has the right?	<p>NAPLAN Online Preparation NAPLAN 12th-22nd May Reconciliation Day 1st June Mother's Day 10th May Cross Country 3-6 24th April Tabloid Sports P-2 22nd May Footsteps Fridays 22nd May – 19th June</p>
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	<p><i>(Geometric Reasoning, Angles), Number (Money), Number (Odd/Even)</i></p> <p>5/6: <i>Measurement (Geometric Reasoning, Shapes, Angles), Measurement (Length, time, perimeter, area), Stats and Probability (Data), Number (Patterns and Algebra)</i></p>			<p>Gr 5/6 Camp 3rd – 5th June</p> <p>Div Soccer 10th & 11th June</p> <p>Grandparent's Day 19th June</p> <p>Gr 3/4 Camp 22nd-24th June</p>
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<p>Term 3 Monday 13th July – 18th September 10 weeks</p>	<p>Prep/1: <i>Number (Multiplication/Division), Measurement (Position), Measurement (Length, mass, capacity), Number (Fractions), Number (Addition/Subtraction)</i></p> <p>1/2: <i>Number (Multiplication/Division), Measurement (Volume, mass, capacity), Number (Fractions), Number (Addition/Subtraction)</i></p> <p>3/4: <i>Number (Multiplication/Division), Measurement (Solids, Shape), Measurement (Volume, capacity, mass), Number (Fractions and Decimals), Statistics and Probability (Chance, Probability)</i></p> <p>5/6: <i>Number (Fractions and Decimals), Number (Multiplication and Division), Number (Patterns and Algebra), Measurement (Shape, Location, Transformations)</i></p>	<p>Prep/1: <i>Unit 5 – Explanation Unit 6 - Procedure</i></p> <p>2/3: <i>Unit 5 – Explanation Unit 6 - Procedure</i></p> <p>3/4: <i>Unit 5 – Explanation Unit 6 - Procedure</i></p> <p>5/6: <i>Unit 5 – Explanation Unit 6 - Procedure</i></p>	<p>Whole School Topic – Science in the Real World (Chemical and Physical Science) Enduring Understandings –</p> <table border="1" data-bbox="1227 172 1904 392"> <tbody> <tr> <td></td> <td></td> <td>RRRR</td> </tr> <tr> <td>Prep/1:</td> <td></td> <td rowspan="4">Topic 5: Stress Management Topic 6: Help seeking</td> </tr> <tr> <td>1/2:</td> <td></td> </tr> <tr> <td>3/4:</td> <td></td> </tr> <tr> <td>5/6:</td> <td></td> </tr> </tbody> </table>			RRRR	Prep/1:		Topic 5: Stress Management Topic 6: Help seeking	1/2:		3/4:		5/6:		<p>Japanese Day Friday 31st July Olympics?? Div netball 16th July Gr P/1/2 Camp 21st-22nd July Div boys/mixed foot 28th July Athletics Carnival? Prep 4 Pub Wednesdays, 5th Aug – 2nd Sept Tennis Hot Shots 10th & 11th Sept Father's Day Sun 6th Sept NAIDOC Week 5th – 12th July</p>
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<p>Term 4 Monday 5th October – 18th December 11 weeks</p> <p>Remembrance Day 11th Nov</p> <p>Melb Cup – Tues 3rd Nov</p>	<p>Prep/1: <i>Measurement (Mapping), Number (Money), Statistics and Probability (Interpreting Data), Measurement (Time), Measurements (2D and 3D Shapes revision)</i></p> <p>1/2: <i>Measurement (Mapping), Number (Money), Statistics and Probability (Interpreting Data), Measurement (Time), Measurements (2D and 3D Shapes revision), Number (counting revision)</i></p> <p>3/4: <i>Number (Sentences), Number (Multiplication, Area), Measurement (Mapping, scales, networks), Measurement (Time, temperature), Number (Fractions and Decimals), Number (whole number and place value revision)</i></p> <p>5/6: <i>Measurement (Volume, capacity, mass connections), Stats and Probability (Chance), Number (Money), Number (Revision)</i></p>	<p>Prep/1: <i>Unit 7 - Poetry Unit 8 – Letters and Reviews</i></p> <p>2/3: <i>Unit 7 - Poetry Unit 8 – Letters and Reviews</i></p> <p>3/4: <i>Unit 7 - Poetry Unit 8 – Letters and Reviews</i></p> <p>5/6: <i>Unit 7 - Poetry Unit 8 – Letters and Reviews</i></p>	<p>Whole School Topic – Sustainability (Geography and Environmental Science) Enduring Understandings – Sharing the Planet and How the World Works</p> <table border="1" data-bbox="1227 903 1904 1139"> <tbody> <tr> <td></td> <td></td> <td>RRRR</td> </tr> <tr> <td>Prep/1:</td> <td>What a load of rubbish!</td> <td rowspan="4">Topic 7: Gender & Identity Topic 8: Positive gender relations</td> </tr> <tr> <td>1/2:</td> <td>What a load of rubbish!</td> </tr> <tr> <td>3/4:</td> <td>We are the world</td> </tr> <tr> <td>5/6:</td> <td>You can save the world!</td> </tr> </tbody> </table>			RRRR	Prep/1:	What a load of rubbish!	Topic 7: Gender & Identity Topic 8: Positive gender relations	1/2:	What a load of rubbish!	3/4:	We are the world	5/6:	You can save the world!	<p>Children's Day 28th Oct Kickball P-2 29th Oct Market Day 31st Oct T20 cricket 3-6 12th & 13th Nov</p> <p>Let's Ride Gr 3-6 Race the Train fundraiser</p>
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LEARNING AREAS

CAPABILITIES

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

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 (including Respectful Relationships)	2 hours	3 hours (1 ½ hours of Health)
The Arts	2 hours (also integrated in English and PE)	2 hours (also integrated in English and PE)
Humanities/Science	2 hours (also integrated in English)	3 hours (also integrated in English)
Technologies	Integrated within learning areas	Integrated within learning areas
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