

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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PURPOSE

The purpose of this policy is to ensure that Seaholme Primary School provides a curriculum and learning environment that encourages students to strive for excellence in all of their learning endeavours. Seaholme Primary School will develop and communicate the school's sequential teaching and learning programs to ensure it delivers a comprehensive, broadly based and culturally inclusive curricula. Each year the school will map out its curriculum offerings in a curriculum plan.

SCOPE

This policy applies to **all teaching and learning programs and environments at the school including:**

- Classroom instruction
- Camps and excursions
- Online forums

DEFINITIONS

Definition: 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.

CHILD SAFETY

Seaholme Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that curriculum and assessment practices are developed inclusively to meet the needs of all students.

POLICY IMPLEMENTATION

Seaholme Primary School curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content and understandings, 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. Seaholme Primary School encourages its students to strive for excellence in all of their endeavours.

Seaholme Primary School will provide a student centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way. Students will have the opportunity to learn an Asian language (LOTE Mandarin)

Curriculum Development

Seaholme Primary School implements the Victorian Curriculum. All students have the right to access curriculum which addresses their academic, physical and social needs. The school is responsible for curriculum delivery and design. Curriculum documents are available to staff and parents/carers. Where applicable Seaholme Primary School will provide a variety of programs and interventions that will address the specific needs of students in

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relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. This might include:

- a. An Individual Learning Plan for each student at risk academically outlining in detail the students' learning goals.
- b. A Student Absence Learning Plan for when a child has an extended absence from school.
- c. A Behaviour Action Plan to develop strategies for students experiencing behavioural difficulties.

Seaholme Primary School curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content and understandings, 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. Teaching staff at Seaholme Primary School will ensure that the curriculum meets the minimum standards with:

- **A time allocation per each of the eight learning areas as** defined by the Victorian Curriculum and found in the Seaholme Primary School curriculum audit
- **A explanation of how curriculum and teaching practice will be reviewed**
- **An outline of how the school will deliver its curriculum** - found in the Seaholme Primary School
- whole school sequential and scaffolded curriculum
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan and Annual Implementation Plan (AIP))

Seaholme Primary School - Curriculum Time Allocations		
Subject	Year Level	Time Allocation per week
English	F-6	10 hours
Mathematics	F-6	5 hours
Visual Arts & PA	F-6	1 hour
STEM (Science & Technology)	F-6	1 hour
Health and PE	F-6	1 hour
LOTE (Chinese)	F-6	1 hour
Humanities	F-6	2 hours

Literacy

At Seaholme Primary School we believe Literacy education is fundamental to children's success at all levels of education from early childhood to tertiary. Effective Literacy programs enable students to see connections between reading and writing and allow them to engage in extended dialogues about their learning. We pride ourselves on our excellent achievements in Literacy and constantly strive to continue to improve. We work collaboratively in teams to plan our Literacy lessons that are based on current educational research and cater to the individual needs of all of our students. Students participate in ten hours of literacy a week, one hour of Reading and one hour of Writing per day.

At Seaholme Primary School, we aim to develop a love of literature so that all students leave with the Literacy skills they need to succeed.

Reading: We have a consistent structure for the implementation of our Reading lessons, guided by the Department of Education's Reader's Workshop Model. A typical Reading lesson starts with a whole class focus where the teacher explains the learning intention, based on the student's needs, and create success criteria that ensures the students know what they are learning. The teacher models the learning and students will be guided to work collaboratively before moving onto independent practice. Throughout the lesson, students work on their

individual goals while the teacher conferences with individuals and groups of students to provide feedback on their progress. The lesson concludes with reflection where students share their success and learning.

Writing: Teachers follow the Writer's Workshop Model with a whole class focus. The teacher explains the learning intention, based on students' needs, create success criteria and use worked examples to ensure the students know what they are learning. Students apply what they have learned while working either independently on a writing task or in small group with students of similar learning needs. One on one writing conferences allow students to discuss their work and set individual writing goals with their teacher. The teacher models writing and think aloud as they show the students what successful writers do. Mentor authors are also used to show students how real authors work and highlight the strong links between reading and writing.

Numeracy

At Seaholme Primary School, learning mathematics creates opportunities for and enriches the lives of all students. To ensure all of our students develop the knowledge, skills and dispositions to effectively engage with mathematics, our mathematics teaching and learning program aims to development the following characteristics in all of our students:

The Analytical Mathematician

The Communicative Mathematician

The Creative Mathematician

The Motivated Mathematician

The Organised Mathematician

The Resilient Mathematician

At Seaholme Primary School, all students will participate in five hours of Numeracy per week. The content of these lessons is based on the Victorian Curriculum and informed by assessment of students' understanding. We ensure students are supported or extended depending on their individual needs. We aim to equip all students with the mathematical skills they need to succeed in life beyond primary school.

There is also an emphasis placed on:

- Providing students with a clear understanding of the purpose and focus of the lesson through learning intentions and success criteria.
- Following a set instructional model for each lesson which includes a warm up, teacher modelling, collaborative and individual work and reflection.
- Teaching and using multiple strategies to solve open-ended and challenging real-life problems.
- Exposing students to and building their mathematical vocabulary.

Languages (LOTE Mandarin)

At Seaholme Primary School, students from F-6 engage in one hour of Mandarin language learning each week. We understand it is challenging to learn a second language; therefore we bring in AIM (Accelerative Integrated Method) to develop students' oral and written fluency. Students learn through movement and the use of gestures linked to the language; the program develops and stimulates the students' interest in learning the Chinese language and culture.

Students engage with all sorts of different activities, including songs, games, role-plays, digital learning, story-telling, reading and writing activities. Each year, Seaholme Primary School holds a Multicultural Day where

students participate in different activities from different cultures including Chinese Cultural Workshops, such as dragon dancing, fan dancing and Chinese Craft.

STEM (Technology and Digital Literacies)

At Seaholme Primary School, each year level is allocated a one-hour session per week for STEM (Science, Technology, Engineering and Mathematics) with additional resources shared throughout the school to be used in the classrooms to enhance their everyday learning. Within STEM we cover the four main areas of science: earth and space science, chemical science, physical science and biological science.

STEM activities are designed to be open ended with the students coming up with a solution to a problem or challenge using a variety of materials as well as digital technologies. Digital literacies are integral tools in the learning process, and have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning and facilitating change in learning, thinking and teaching. Questioning, discussion, co-operation, teamwork and critical and creative thinking are all explicitly taught and fostered. Students use their creativity to design, test and modify their solutions allowing for self-reflection and peer reflection which builds their understanding of how things work and stimulates new ideas they could use or develop further in the future

Inquiry

Seaholme Primary School uses a guided inquiry approach where all students across the school explore the same concept. We explore eight concepts over a two-year cycle. These include Community, Sustainability, Social Justice, Creativity, Identity, Change, Discovery and Connections. These inquiry units are also an opportunity for us to explicitly teach the Victorian Curriculum Capabilities which include Critical and Creative Thinking, Ethical Capabilities, Intercultural Capabilities and Personal and Social Capabilities.

Students are immersed in the big-picture concept into which they will be inquiring. Immersion tasks often include a video or hands-on experience that provide opportunities to pique students' curiosity, allow for the sharing of ideas and encourage clarifying questions. Students undertake a pre-test to determine what they already know about the content and skills they will be learning during the unit. These tests can be repeated at the end of the learning sequence to monitor student progress.

During each unit, students are introduced to two Habits of Mind. They learn the focus of each habit and have an opportunity to practise it within the context of the content that they are learning. Links to these habits are made throughout the curriculum, providing a powerful mechanism to teach thinking dispositions to students.

Students work individually or in groups as they are exposed to and practise the skills necessary to complete a rich task. Students are introduced to different thinking tools and cooperative strategies and opportunities to connect what they are learning with their lives. Students have the opportunity to develop questions that they have about what they are learning. Students from Years 3–6 are prompted to plan and conduct an independent inquiry into one of their questions.

Each unit culminates in a rich assessment task. Students use rubrics to guide their progress and to assess peers. Many units include an opportunity for students to share their completed project with parents and visitors. Students are prompted to consider how they will use what they have learnt in the future. They record a reflection, share their ideas with others or create a product to remind them of the skills and knowledge that they have gained.

Visual Arts

At Seaholme Primary School, our Visual Arts program is designed to give the students a stimulating and challenging learning experience. It focuses on developing their creativity, imagination and ability to communicate in a 'visual language' with confidence. The students complete work using a wide variety of materials and skill

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areas, in a well-resourced Art room. These areas include painting, drawing, printmaking, graphic design, sculpture, construction, ceramics, textiles and mixed media.

The program aims to develop students' foundational skills as artists, using journals for experimentation, design development and reflection. As the students explore and research ideas for their artworks they respond to other artists' work, use visual imagery as sources and learn how to adapt their ideas appropriately to the medium being used. Students learn to work in a studio style space together and practice appropriate processes with tools and materials.

Other opportunities in the program include participating in school displays, our biennial Art Show, community art programs, competitions and working with artists as available and our regular weekly lunchtime art club.

Performing Arts

At Seaholme Primary School our students experience a vibrant, relevant and dynamic Performing Arts experience. The objective is to develop and strengthen the enjoyment and understanding of music, dance and performance to enable children to realise their potential by providing opportunities for creativity and expression of feelings and ideas. All students attend Performing Arts classes which involve singing, dancing, playing instruments, creating and performing. It is a space that encourages students to develop confidence, perseverance, self-expression and cooperative skills in an energetic, safe and inclusive environment. Students are also encouraged to challenge their imagination and build their capability to think critically and creatively.

Seaholme Primary School also offers additional opportunities for students to participate in choirs and bands which perform at school assembly, gatherings and community events. Private instrumental music lessons are also made available to families at an additional cost. These are run on site by a highly qualified external music teacher.

Health and Physical Education

Physical Education is an integral component of the school curriculum at Seaholme Primary School. Physical activity is not only fun, but also essential to our children's growth and development. Each year level participates in the P.E. specialist program for one hour a week and completed at least one additional hour of physical activity with their classroom teacher. The P.E. specialist lessons focus on physical activity, playing games, and developing skill sets and knowledge for different games, activities and sports.

Students across the school are offered opportunities to be physically active and develop life-long healthy habits and routines:

- Students from all year levels are provided the opportunity to participate in sports clinics in a broad range of sports from outside agencies such as; AFL, Basketball Victoria, Cricket Victoria or Altona Badminton Association. These activities vary year on year according to availability.
- Students can self-nominate to trial to represent the school through the interschool swimming carnival.
- An intensive swimming program operates for students in Grades Foundation to 4 and generally runs over a two-week period during the year.
- A beach safety program operates for students in Grades 5/6 annually.
- Students from Grades 3-6 train and compete in the school cross country event. This event leads to interschool teams competing at district and regional events.
- Students in Grades 3-6 participate the school athletics carnival. Students compete to earn points for their school house. This event also acts as the trials for our interschool athletics team. That team represents the school at the district interschool athletics carnival.

Program Development

Seaholme Primary School will provide a variety of programs that will address the specific needs of students in

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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.

The Victorian Curriculum is used as the framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will provide at least 25 hours student instruction per week.

Program Implementation

The Seaholme Primary School, School Improvement Team (SIT) 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. To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum.

Seaholme Primary School follows the DET requirements related to the teaching of Languages, Physical Education, and New Arrivals Program/English as an Additional Language (EAL). Information and Communications Technologies (ICT) is taught through STEM and integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy and Advisory Guide (see resources)

Curriculum leaders are required to prepare a comprehensive annual program budget and present these to the Finance Subcommittee of School Council as part of the school's annual budget.

Student Wellbeing and Learning

Seaholme 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:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences -School Wide Positive Behaviours and Respectful Relationships curriculum
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum stages of schooling.

Students with Disabilities

The DET and Seaholme Primary School are 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. Seaholme Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities, those from culturally and linguistically diverse backgrounds, and other at risk or vulnerable students.

Koorie Education

Seaholme Primary School supports the development of high expectations and individualised learning for Koorie

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students and creates a learning environment for all students that acknowledges, respects and values Aboriginal and Torres Strait Islander cultures and identities. Seaholme Primary School is committed to providing culturally appropriate and inclusive programs to all students through:

- implementation of the Department of Education and Training's [Koorie Education Policy](#)
- ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs.
- 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 and Review

The School Improvement Team (SIT) 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, any mandated DET assessments, school-based testing and teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used will include Compass analytics and Google Drive.

Each year Seaholme Primary School will audit, review and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning and instruction.

Assessment and Reporting

Seaholme Primary School undertakes a range of student assessment and reporting activities to inform and support student learning. Assessment is 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. Seaholme Primary School has a comprehensive assessment schedule available on the school's website. Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- **Student reporting:** Seaholme Primary School report to parents/carers using student reports, and parent teacher interviews to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- **School reporting:** Seaholme Primary School reports to the local community via their annual report, providing a concise summary of the school's achievements and progress. This is available on the school's website
- **System reporting:** the Department reports Seaholme Primary School's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

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.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. Seaholme Primary School will assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed. The purpose of student reports is to:

- report student progress and achievement in Years Prep to 6
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

In addition to producing student reports, Seaholme Primary School will offer a parent-teacher conference twice per year to discuss the student's progress.

Note: There may be specific instances where Seaholme Primary School decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, and 5 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

Seaholme Primary School uses the English Online Interview to generate a wide range of reports that can provide valuable diagnostic information to inform program planning and resource allocation. At the start of each year all Prep – Year 1 students at Seaholme Primary School are assessed using the English Online Interview (this assessment is optional for Year 2 students). The interview is a one-to-one interview between the teacher and student with the teacher recording the responses in an online system. This interview assesses students against the three modes of English (Reading, Writing, Speaking and Listening) and is accessible by all Prep to Year 2 teachers in Victorian government schools during a defined 4 week period at the start of each year contains a wide range of support materials for administering the interview.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

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The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year. The Department also provides each school with other confidential reports that summarise student outcomes, including learning achievement and wellbeing outcomes relative to threshold performance standards. These reports are provided to schools to inform the processes of school strategic planning and review.

Managing student records

Schools are required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). Seaholme Primary School operates a system for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

Where public records are stored with an online service (services that provide virtual spaces and portals through which information can be stored and shared, and transactions between schools and parents/carers can be recorded, e.g. cloud technologies). Seaholme Primary School retains access to those records for the retention period.

Note: The Department has developed policy to assist schools to meet legislative and business requirements for the creation, storage and disposal of records. See [Records Management – School Records](#)

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website communications platform (COMPASS)
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Included in parent handbook/manual
- Discussed at parent information sessions
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

Related School Policies

- Attendance Policy
- Digital Learning Policy
- Student Engagement and Wellbeing Policy

RELATED DET RESOURCES

The Department's Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with a Disability](#)
- [Koorie Education](#)

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- [Records Management – School Records](#)
- [Student Wellbeing and Learning](#)
- [Victorian Registration and Qualifications Authority \(VRQA\) State Register.](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed within the school review cycle and/or updated to reflect changes in DET regulations or school circumstances.

Policy last reviewed	October 2022
Approved by	Principal
Consultation	N/A
Next scheduled review date	October 2026