



CAULFIELD PRIMARY SCHOOL  
CURRICULUM FRAMEWORK POLICY  
POLICY NO. 2.9

**Rationale:**

Caulfield Primary School aims to provide a rich and rounded bilingual English-Japanese curriculum that meets the needs of all students in an inclusive and supportive environment, within the requirements of the Department of Education and Training and the School Strategic Plan.

**Policy statement:**

At Caulfield Primary School curriculum is designed, developed and implemented in line with the Victorian Curriculum. The core learning areas are:

- The Arts (Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication design)
- English
- Health and Physical Education
- The Humanities (Civics and Citizenship, Economics and Business, Geography and History)
- Japanese language
- Mathematics
- Science
- Technologies (Design and Technologies and Digital Technologies).

The curriculum is designed to address the acquisition of the following general capabilities:

- Critical and creative thinking
- Ethical Understanding
- Intercultural understanding
- Personal and social capability.

Cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

### Curriculum Scope:

The school provides a comprehensive curriculum in Literacy – English and Japanese, Mathematics, PE/Health, Science, Humanities/History, Civics and Citizenship, ICT and The Arts. All programs across all domains have strong Literacy, Numeracy and ICT emphases. Interdisciplinary, personal and social learning are addressed within these learning areas. In addition, bilingual education in Japanese promotes learning in Japanese language, literacy and culture which are taught through Numeracy, The Arts and Literacy, as well as through special events.

### Rich Specialist Programs:

Specialist teachers with strong content and pedagogy knowledge teach Visual and Performing Arts and Physical Education. Wherever possible Specialist Teachers work closely with the classroom teachers and often work on integrated units together.

### Extracurricular Activities:

The curriculum is supported by a range of extracurricular activities, including camps, excursions, incursions, sports gala days, Green Club, Taiko Drumming Club, School Choir, Yoga, friendship club, and instrumental music. Senior students have the opportunity to hold leadership positions while students from Years 2-5 may participate in the Junior School Council. Regular whole school/ multi-age activity days promote the development of friendships outside of the classroom. Visits to and from Japanese students promote Japanese language and friendships.

### **Implementation:**

#### Programming

Teaching and learning teams across Year levels ensure that there is a 2 year cycle in their scope and sequence plans. The curriculum is monitored by Curriculum Leaders, the Assistant Principal, and the Principal.

The yearly program is developed for the following Areas:

- Prep (Foundation).
- Year 1/2,
- Year 3/4 and
- Year 5/6.

## **Curriculum Planning**

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a collection of assessments including, but not exclusively, NAPLAN, Insight Online Platform (English Online, Mathematics Online), PM Benchmark, PAT Reading Comprehension and pre and post tests. Other school performance data that is analysed includes attendance and student, staff and parent surveys.

Curriculum planning is targeted and strategic and has the following characteristics:

- Literacy and Numeracy have a Scope and Sequence planner.
- Inquiry Learning operates over a two year cycle to coincide with the two year bands of schooling Units. This is documented and available for all staff
- All teachers use a common curriculum planning template including Specialist Teachers.
- All teachers plan as a team within their designated teaching group.
- The whole school plans for each term
- All students are catered for in every term plan.
- Planning documents are completed as a team and personalised at classroom level for each teacher.
- All plans are checked by the Curriculum Coordinator prior to being forwarded to the Principal
- All teachers plan during allocated meeting times
- Individual Learning Plans are developed for students for whom staff deem it necessary. This will include all PSD and ATSI students and may include EAL, behaviour modification and intervention.

## **Reporting to Parents**

Formal reporting to parents takes place twice a year In terms two and four formal reports are sent home for each child. Informal reporting takes place in the third term in the form of Student Led Conferences. Parents are encouraged to request meeting times with their children's teacher/s to discuss the children's progress.

## **Assessment**

Assessment at various points of teaching and learning can be 'for' learning, 'as' learning and 'of' learning. A wide variety of assessment practices are in use, to capture all dimensions of student learning. Assessment must document 'conversations had', 'observations of learning and interactions' and 'products' created as a result of the activities planned.

An Assessment Schedule is in place which meets DET and school requirements. This is reviewed annually.

## **Curriculum and School Improvement teams**

The School Improvement Team oversees curriculum planning and implementation, relying on the curriculum teams in the following areas:

- Literacy (English and Japanese)
- Numeracy
- Inquiry / Technologies
- Well Being

In addition the School Council has an Education and Policy Committee to monitor policy and education on a broader scale.

### **Data Collection and Analysis:**

Student assessment, attendance and Attitude to School survey data is collated, analysed and utilised to assist staff with term and weekly planning and intervention.

### **Workforce Planning:**

Curriculum support is made possible through the financial management of the Student Resource Package (SRP), which enables strategic workforce planning for school improvement over time. There is a high level of professional development and the promotion of professional autonomy.

### **Review Period**

This policy was last updated in June 2020 and is scheduled for review in June 2021 and will be reviewed annually as part of Caulfield Primary School's review cycle.

<b>Date of approval:</b> June 2020	<b>Date of review:</b> June 2021
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