



# Nilma Primary School

## Curriculum Framework

### POLICY

The core purpose of this school as defined in the Strategic Plan is to improve student outcomes in numeracy and literacy. We do this by providing an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to empower students to embrace learning and reach their potential through consistent, high expectations.

We optimise learning through the implementation of the Victorian Curriculum across all learning areas from Foundation to Year 6 in a manner consistent with the departmental requirements and locally identified needs. Curriculum initiatives include 'Professional Learning Communities' and 'Primary Mathematics and Science Specialist Program'

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Digital technologies is incorporated in all areas of the curriculum.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies and Design Technology, Civics and Citizenship, and Physical Education and Health. These curriculum areas are also referenced with the literacy program to ensure sufficient time is allocated to address the content.

Specialist teachers provide instruction in Language (Japanese), Science and Sustainability(including Stephanie Alexander kitchen Garden Program), Music and Library/Literature Studies.

Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in private instrumental music lessons.

Professional Learning Communities (PLC) are vital to improving student outcomes through building the capacity of staff to understand what to teach and how to teach it. Assessments are planned and analysed at the PLC level to ensure all students have the opportunity to learn at their level.

Staff work together to write whole school Literacy and Numeracy plans which are based on the Victorian Curriculum. A term overview is used by teachers to pace out the learning and to ensure Learning Intentions and Success Criteria are achievable yet challenging.

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 suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

School Name: <b>Nilma Primary School</b>	Policy name: <b>Curriculum Framework and Student Learning Outcome Statement Policy</b>	Policy Ref. Number	
Owner: DET AS [AUTHOR]	Approved by: <b>Nilma PS School Council</b> [APPROVER]	Date: [Month, Day, Year]	
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Staff track student learning in the areas of reading and writing through termly consistent and agreed assessment strategies. Assessment and data is collected and recorded on SENTRAL so that all teachers have access to data sets.

Under the Program for Students with a Disability and Education Support person is employed to provide additional academic and emotional support to students who require extra assistance. Teachers make necessary adjustments in the classroom to enable an inclusive education which is accessible by all students.

Staff have input into the Professional Learning focus for the year. Professional learning is sequentially planned, allowing time for practice of new skills and whole school reflection and evaluation. Staff are encouraged to participate in the presentation of Professional Learning sessions.

The School Improvement Team comprises the principal and teaching staff (Middle leaders). At this level there is an integration of long term planning for curriculum structures and initiatives, staff development and a focus on the student's wellbeing and learning.

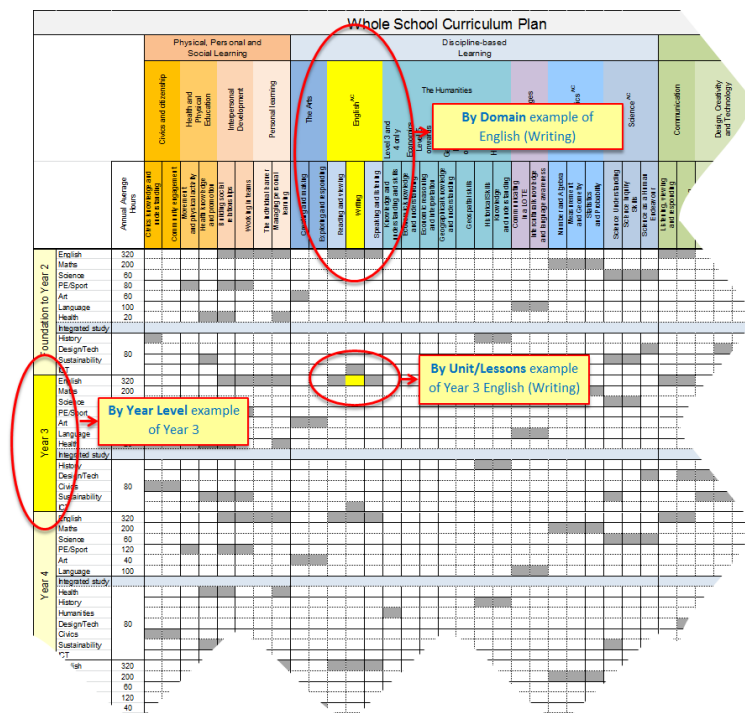
It is well known that students who are emotionally vulnerable struggle to engage with the curriculum. To overcome this a school wide approach using the Resilience Rights and Respectful Relationships Program, Zones of Regulation and restorative practices are a focus across all homegroups.

Adjustments are made for students who require extra tools and support to be ready to learn each day.

### Whole school curriculum plan

Refer to Victorian Curriculum Planning website for examples and templates. See:

<http://curriculumplanning.vcaa.vic.edu.au/by-school>



This policy was last ratified by School Council in.... August 2022

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## Appendix 2

### Time allocations per learning area

#### Foundation - Year 12

The curriculum, F – Year 10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

Foundation to Year 1	
Learning areas	Hours per week
English	10
Mathematics	5
Science	1
Humanities	1
Languages	1
Health and PE	2
Arts	2
Technologies	1
Developmental play	2
<b>TOTAL</b>	<b>25 per week</b>

Year 2 – Year 6	
Learning areas	Hours per week
English	8
Mathematics	5
Science	2
Humanities	2
Health & PE	3
Languages	1
Arts	2
Technologies (also integrated across curriculum)	2
<b>TOTAL</b>	<b>25 per week</b>

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