

Curriculum Policy

Background

Schools use a range of curriculum options to develop and provide education programs that are meaningful for students.

At Huntingdale Primary School, we are proud to provide a quality Japanese-English bilingual education for our students. Our 21st century curriculum presents students with the opportunity to develop their language skills based on deep understandings on a vast range of concepts. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop global perspectives, thinking and social skills, foster engagement with the wider community and encourage use of a wide variety of technology to assist in their learning.

To support the delivery of the curriculum at Huntingdale Primary School we access and select a wide range of suitable educational resources. These support the curriculum taught, homework that enhances classroom learning and the undertaking of a range of student assessment and reporting activities.

Purpose

To implement a dynamic curriculum program at Huntingdale Primary School that:

- Teaches in a Japanese- English-Bilingual environment.
- Is based on the Victorian Curriculum.
- Is engaging, relevant, enables students to develop deep levels of knowledge and processes as well as promote skills for life-long learning.
- Is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation.
- Provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners and provide international and global perspectives.
- Enables students to Interact with other students and the wider community.
- Is compliant with DET Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA) policies and procedures.
- Maintain the DET values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

Implementation

- This policy works in conjunction with the Assessment and Reporting and Homework policies.
- The Principal has the overall responsibility for the implementation of curriculum at the school. This role is delegated to other staff members (e.g. Assistant Principal, Leading Teacher, Learning Specialist) who will work in conjunction with the Principal and teaching teams in developing curriculum delivery and programs.



Management

- Teaching a Japanese - English Bilingual model based on the Victorian Curriculum is the cornerstone of student learning at our school. It will work within the guidelines of the Designated Bilingual Program set by DET, the School Strategic Plan and Annual Implementation Plan.
- The School Improvement Team (SIT) and specific curriculum teams (e.g. Literacy, Numeracy, Wellbeing) provide advice to the staff as a whole on curriculum development.
- The school will ensure it has a comprehensive budget to support curriculum programs. Budget requests will be formulated by Curriculum Leaders in March. These are compiled by the Principal/Business Manager and discussed in the Finance Sub Committee Meeting. Indicative Budgets will be approved by School Council prior to the school year. Curriculum Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year once they have been confirmed.
- The school will keep a comprehensive two year plan of its curriculum and teaching programs, which will be linked to the Victorian Curriculum. The curriculum will be reviewed after each 2 year cycle to ensure curriculum areas are being covered. Teaching practice will be reviewed ongoing to take into account DET and school initiatives.
- The school will make provision in the school calendar for Bilingual Planning Meetings and Planning Weeks so that teachers have adequate time to plan high quality programs.
- Each term, level teams will produce a curriculum planning document detailing the learning focuses of the term. This includes a CLIL Inquiry unit overview, CLIL Inquiry/Literacy Planner (English and Japanese) and Numeracy Planner based on the Victorian Curriculum outcomes. Copies of this plan will be given to the Assistant Principal and saved on the network. Teams will produce a weekly planning document on Google Drive. Data sets and assessment will help drive team planning.
- The teaching of literacy and numeracy will be central in all curriculum planning and delivery. The school will offer a range of specialist areas to deliver various curriculum programs (e.g. Physical Education, Performing Arts, ICT and Visual Art). These will be offered depending on school/DET priorities, DET Bilingual Program Requirements, access to qualified teaching staff, budgets and timetable provisions.
- A comprehensive assessment and reporting schedule will be devised and implemented to support assessment of student learning and curriculum delivery.
- The school will offer excursions and/or incursions to complement the curriculum. Other experiences, such as camps, study tours, sporting programs and leadership courses will also be offered.
- The school will engage with affiliations to assist in curriculum planning and delivery e.g. MLTAV (Modern Language Teachers Association of Victoria).
- The school will engage in partnerships to assist in curriculum delivery e.g. Sister Schools.
- Special school events and days will be celebrated at the school to enhance curriculum programs. For example Education Week, Literacy & Numeracy Week, Japanese Festivals, ICU (Intercultural Understandings) Weeks.
- A range of DET programs will support curriculum delivery in the school. These include English as an Additional Language (EAL), EAL New Arrivals Program, Koorie Education, Student Wellbeing and Learning, Multicultural Education, Special Religious Instruction and Program for Students with a Disability. Further information can be found at:
<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/programs.aspx>



Curriculum Delivery

- Huntingdale Primary School will teach The Victorian Curriculum F–10.

Learning Areas	Capabilities	Cross Curricular Priorities
The Arts <ul style="list-style-type: none"> Dance Drama Media Arts Music Visual Arts Visual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social	Aboriginal and Torres Strait Islander histories and cultures Asia and Australia’s engagement with Asia, Sustainability
English		
Health and Physical Education		
The Humanities <ul style="list-style-type: none"> Civics and Citizenship Economics and Business Geography History 		
Languages		
Mathematics		
Science		
Technologies		
<ul style="list-style-type: none"> Design and Technologies Digital Technologies 		

The Victorian Curriculum webpage can be found at <http://victoriancurriculum.vcaa.vic.edu.au/>

- The **learning areas** are arranged in a discipline-based approach to learning.
- The **capabilities** are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas.
- Learning about the **cross-curriculum priorities** is embedded in the learning areas of the Victorian Curriculum F–10.
- A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students. This will include the use of materials that do not offend students and the wider community due to their obscene, highly offensive or overly controversial nature. Teaching and learning resources include any spoken, written or visual text or activity used such as text books, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances. Teaching resources can be commercial products or those accessed on the DET website. For more information please see: <http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/resources.aspx>
- The school has an instructional model to deliver curriculum and learning to students



- Special provisions for particular curriculum areas are detailed below:

Japanese Bilingual Program

- The school will teach a certain amount of hours in English and Japanese as determined in agreement with DET. All designated Japanese sessions must be taught in Japanese only.

Literacy

- Literacy learning encompasses the modes of Reading and Viewing, Writing and Speaking and Listening.
- Two hours of literacy shall be scheduled each day. This can be in English or Japanese.
- The school uses the 'workshop model' to deliver literacy learning including Café Reading Strategies and the VIOCES+P writing menu.

Mathematics

- Mathematics teaching encompasses the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- An hour of numeracy shall be scheduled each day. This could be integrated across other areas of learning.
- The school uses online learning platforms such as Manga High and Essential Assessments in Numeracy.

Health and Physical Education

- In accordance with DET policy, Huntingdale Primary School will mandate the following times to Physical Education:
 - P-3: an average of 20-30 minutes a day.
 - 4-6: an average of 3 hours per week of physical education and sport with a minimum of 50% of that time for Physical Education.
- The school will be a member of OSDA each year (Oakleigh Sports District Association) and will participate in the various OSDA sporting events.
- The Swimming Program will run yearly for all year levels.
- Arrangements will be made for outside sporting associations to run clinics in Physical Education sessions to complement the program offered by the school.
- The school will have a whole school approach to Health Education, including Life Education. Other health related topics that the school will cover include Healthy Eating, Sexuality Education (Years 5 and 6), Student Wellbeing (e.g. Play is the Way, School Values).
- In accordance with DET policy the school must provide effective drug education consistent with the national *Principles for School Drug Education* and should deliver an average of 10 hours of drug education per year level, per year. This could be integrated into other learning programs offered by the school.

Special Religious Instruction

- In accordance to DET policy Special Religious Instruction (SRI) may be offered and the requirements are outlined in Ministerial Direction 145.
- Please see <http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/sri.aspx> and the school SRI Policy



Technology and e-Smart Education

- Huntingdale Primary School is an accredited e-smart school. It is a priority to include technology across the whole school curriculum and integrate I.C.T. into programs.
- Each class will have dedicated e-learning sessions focusing on smart, safe and responsible use of information and communications technology.

The Arts

- The school provides a comprehensive Arts program including- visual and performing arts and drama. The bilingual school production and a range of private music tuition run at the school complement this.

Evaluation

This policy will be reviewed as part of Huntingdale Primary School’s 3 year cycle or as needed to comply with DET policy changes.

Measures for evaluation include:

- Victorian Curriculum student achievement data
- Student, staff and parent opinion surveys
- Specialist Timetable
- Term Level Planners
- Work programs
- DET Bilingual Agreement

Document Status

Reviewed	School Council Ratification	Next Review
March 2016	17 th May 2016	17 th May 2019
Education & Future directions sub-committee- May 21 2019	18 June 2019	June 2021
Principal- 9 March	N/A	March 2022

Appendix 1- Instructional Model

