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## Curriculum Policy

### Background

Huntingdale Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education. The school is committed to teaching a dynamic Japanese-English bilingual education, where 50% of learning is taught in English and the other 50% in Japanese. It is based on the Victorian Curriculum, presenting students with the opportunity to develop their language skills based on deep understandings in a range of concepts. The curriculum is planned to differentiate and cater for the needs of students with a range of interests, abilities, skills, and motivation, taught sequentially and allows students to have voice and ownership in their learning. It is designed to develop global perspectives, thinking and social skills, foster engagement with the wider community and integrate technology.

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.



### Help for non-English Speakers.

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

### Purpose

To:

- Outline Huntingdale Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.
- Show, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.
- Is compliant with DET Department of Education (DE) and the Victorian Registration and Qualifications Authority (VRQA) policies and procedures.
- Maintain the DE 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.
- This policy should be read alongside our whole school curriculum design documents and weekly planning.
- 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.



- The school is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#).

Learning Areas	Capabilities	Cross Curricular Priorities
<b>The Arts</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media Arts</li> <li>Music</li> <li>Visual Arts</li> <li>Visual Communication Design</li> </ul>	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		
<b>The Humanities</b> <ul style="list-style-type: none"> <li>Civics and Citizenship</li> <li>Economics and Business</li> <li>Geography</li> <li>History</li> </ul>		
Languages		
Mathematics		
Science		
Technologies		
<ul style="list-style-type: none"> <li>Design and Technologies</li> <li>Digital Technologies</li> </ul>		

- The key points in this framework, and in line with the [F–10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:
  - A defined curriculum content is the basis for student learning.
  - Curriculum planning that is based on two-year bands of schooling rather than each year level.
  - Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program.
  - Reporting student learning against the achievement standards in the curriculum.
  - Reporting student learning to students and parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy.
  - Complying with Departmental policies relating to curriculum provision, including:
    - [Physical and Sport Education — Delivery Outcomes](#)
    - [Sexuality and Consent Education](#)
    - [Holocaust Education – Delivery Requirements](#)



## Curriculum Delivery

- Huntingdale Primary School implements its bilingual curriculum in the following way:

### Years F-2

ENGLISH		JAPANESE	
Readers Workshop	4	Readers Workshop	2
Mathematics (problem solving)	1	Writers Workshop	3
Writers Workshop	5	Mathematics	5
Visual Art*	1	Music*	1
Physical Education*	1	Drama*	1
Assembly/Wellbeing	0.5	Assembly/Wellbeing	0.5
<b>TOTAL</b>	<b>12.5</b>		<b>12.5</b>

### Years 3-6

ENGLISH		JAPANESE	
Readers Workshop	3	Readers Workshop	2
Mathematics (problem solving)	1	Writers Workshop	3
Writers Workshop	4	Mathematics	5
Physical Education	2		
Visual Art*	1	Music*	1
STEM*	1	Drama*	1
Assembly/Wellbeing	0.5	Assembly/Wellbeing	0.5
<b>TOTAL</b>	<b>12.5</b>		<b>12.5</b>

\*Specialist subject= 4 hours per week

- Instruction time is structured into a weekly timetable, with 5 hours of learning per day, broken into five 60-minute sessions.
- Depending on the timetable there will be provision for a range of extension and remediation programs for students.
- The school will keep a comprehensive two-year plan of its curriculum and teaching programs, which is created using the Victorian Curriculum. The curriculum will be reviewed after each 2-year cycle to ensure curriculum areas are being covered and ensure that year levels are covering different content.
- Teaching practice will be reviewed ongoing to consider DE and school initiatives.



	WHOLE SCHOOL CONCEPT	
	ODD	EVEN
TERM ONE	<b>Community</b>	<b>Identity</b>
TERM TWO	<b>Necessity</b>	<b>Change</b>
TERM THREE	<b>Creativity</b>	<b>Voice</b>
TERM FOUR	<b>Sustainability</b>	<b>Curiosity</b>

- Each term, level teams will produce a curriculum design planning document detailing the learning foci of the term. This includes a CLIL Inquiry unit overview, CLIL (Content and Language Integrated Learning) Inquiry/Literacy Planner (English and Japanese) and Numeracy Planner based on the Victorian Curriculum outcomes. Copies of this plan are saved on the Google Drive.
- Level teams produce a weekly planning document on Google Drive. Data sets and assessment will help drive team planning.
- The School Improvement Team (SIT) and specific curriculum teams (e.g., Literacy, Numeracy, Wellbeing) provide advice to the staff on curriculum development.
- The school will make provision in the school calendar for Bilingual Team Planning Meetings based on DE's Professional Learning Community (PLC) approach and Planning Weeks so that teachers have adequate time to plan high quality programs.

### Resources

- The school will ensure it has a comprehensive budget to support curriculum programs. The budget will be created by the Principal and Business Manager and approved by School Council.
- A range of teaching resources will be accessed when developing curriculum programs. Teaching and learning resources include any spoken, written or visual text or activity used such as textbooks, 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.
- We will not use materials that offend students and the wider community due to their obscene, highly offensive or overly controversial nature. For more information, please see <https://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy>
- The school will offer excursions and/or in-school visits 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.

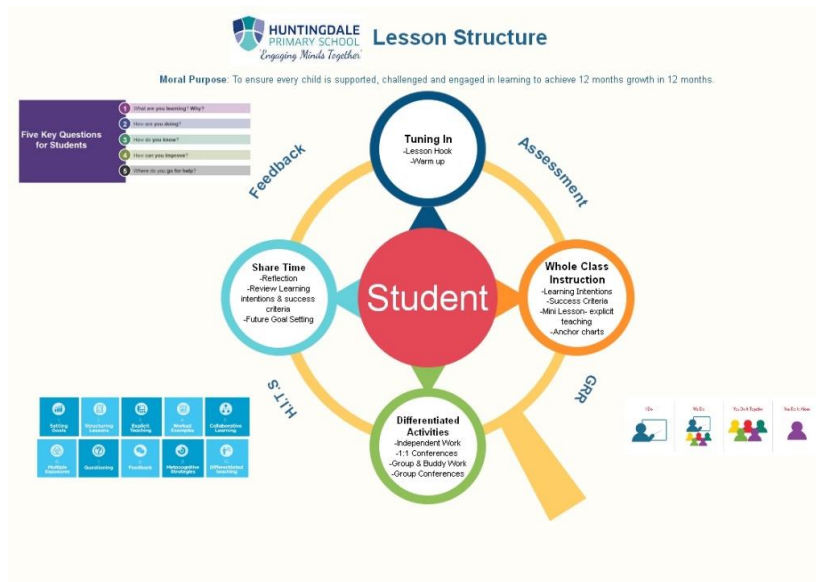


## Language provision

- Huntingdale Primary School delivers Japanese Language learning for 12.5 hours per week. The school operates within the guidelines of the Designated Bilingual Program (DBP) set by DE.

## Pedagogy

- The school has an instructional model to deliver curriculum and learning to students:



## Assessment

- Huntingdale Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.
- The school has a comprehensive assessment and reporting schedule to support assessment of student learning and curriculum delivery. It includes a variety of assessment strategies to gather evidence about student achievement, such as formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment, reflection and goal setting.
- Assessment tasks support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (e.g., scaffolds) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers devise Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language (EAL) students will be assessed using the Victorian Curriculum (F-10 EAL)
- Provision will be made for staff to participate in moderation activities so they can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.



## Reporting

- Huntingdale Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- In addition, the school ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.
- Teachers will use See Saw with students to share their learning with their parents.
- Student reports will be in a written format, easy for parents/carers to understand and will be accessible in digital form, with the option to translate text from English to another language, to cater to our school community.
- The school will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report.
- A five-point scale, where the quality of a student’s achievement against what is ‘expected’ for students of that year level at the time of reporting, will be used for reporting against the achievement standards.
- Teachers will assess learning behaviours (e.g., effort, organization) using a five-point scale and suggest learning goals.
- Parent-teacher interview will be conducted at mid-year to enable the opportunity for parents to discuss the students’ progress and how they can continue to be supported at home. Interpreting services will be made available where required.

## Review of School Curriculum

- School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

### IMPROVEMENT CYCLE



- The school will review its curriculum planning and delivery in the following ways:

Area	Process	Responsibility
<b>Whole school</b>	The whole school curriculum design will be reviewed in line with: <ul style="list-style-type: none"> <li>• School review outcomes &amp; School Strategic Plan development (every 4 years)</li> <li>• Annual Implementation Plan (yearly)</li> <li>• Department of Education expectations or priorities</li> <li>• Designated Bilingual Program (DBP) requirements</li> </ul>	Principal & Leadership Team
<b>Term curriculum design</b>	The term curriculum design will be reviewed in line with: <ul style="list-style-type: none"> <li>• Student Voice &amp; feedback</li> <li>• Teacher Feedback</li> <li>• Availability of resources and development of new resources</li> </ul>	<ul style="list-style-type: none"> <li>• SIT Team</li> <li>• Assistant Principal</li> <li>• Learning</li> </ul>



	<ul style="list-style-type: none"> <li>• Change in Victorian Curriculum</li> <li>• Student Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist</li> <li>• Teachers</li> </ul>
<b>Weekly Planning</b>	<ul style="list-style-type: none"> <li>• Student Voice and feedback</li> <li>• Teacher feedback</li> <li>• PLC inquiry cycle</li> <li>• Student assessment data (e.g., Essential Assessment, quick writes)</li> <li>• Availability of resources and development of new resources</li> <li>• School Calendar (what events are on during the week)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Learning Specialist</li> </ul>

### Review of teaching practice

- Huntingdale Primary School reviews teaching practice via:
  - Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies.
  - The Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.
  - New and updated pedagogical approaches taken up by the school.

### Further information and Resources

- Policy and Advisory Library:
  - [Curriculum Programs Foundation to 10](#)
  - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
  - [Assessment of Student Achievement and Progress Foundation to 10](#)
  - [Digital Learning in Schools](#)
  - [Students with Disability](#)
  - [Koorie Education](#)
  - [Languages Education](#)
  - [Physical and Sport Education — Delivery Requirements](#)
  - [Holocaust Education](#)
  - [Reporting Student Achievement and Progress Foundation to 10](#)
  - [Sexuality and Consent Education](#)
  - [School Hours \(including variation to hours\)](#)

### Communication

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

- Provided to staff at induction and included in staff handbook.
- Discussed at staff workshops and planning days as required.
- Made available publicly on our school website.
- Made available in hard copy from school administration upon request.



### Evaluation

This policy will be reviewed as part of Huntingdale Primary School's 3-year cycle or as needed to comply with DE policy changes. Measures for evaluation include:

- Victorian Curriculum student achievement data
- Student, staff and parent opinion surveys
- Specialist Timetable
- Term Level Planners and Work programs
- DE Designated Bilingual Program (DPB) Agreement

### Policy Review and Approval

Policy reviews	March 2016 May 2019 March 2020 May 2023
Approved by	Principal
Next scheduled review date	February 2026