



# CURRICULUM FRAMEWORK POLICY

## PURPOSE

Curriculum covers all 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. Mandama's motto is 'Learning for Life'. To achieve this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring the school's values of Respect, Responsibility and Resilience and valuing diversity within our school community and beyond. The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. 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/Design Technology, Civics and Citizenship, and Health. Specialist teachers provide instruction in Physical Education, Language (Italian), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and choir.

Our teaching teams across levels ensure scope and sequence and curriculum is covered across the school. Supportive curriculum initiatives and programs include Literacy /Maths Intervention, a systematic synthetic phonics program from F-2 and modified programs for individual students. Our 'Learning for Life', 'Bounce Back' and 'Rights, Resilience and Respectful Relationships' wellbeing programs ensure the curriculum is inclusive and meaningful to all students by incorporating personal and social issues into the students' learning experiences.

The school has a School Improvement Team, PLC Teams in each Unit and PLT Teams, focusing on literacy, numeracy, digital technologies, and positive behaviour. Data analysis is a key focus of all PLC work.

## GUIDELINES

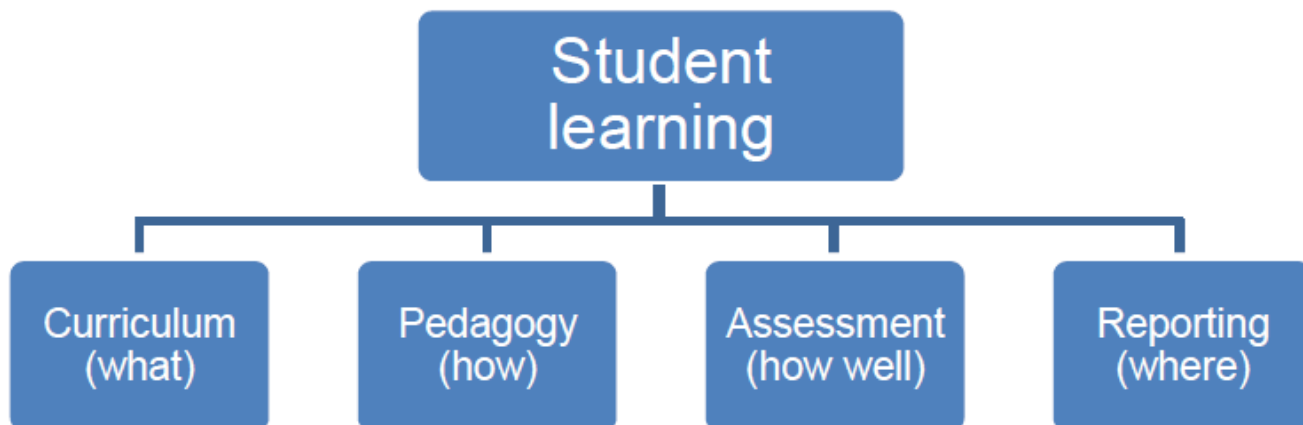
- Our school will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan.
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian Government schools.
- Our Essential Learnings Curriculum is aligned with the Victorian Curriculum F-10 to ensure a guaranteed and viable curriculum. The Victorian Curriculum F-10 specifies the skills children and young people need for success in work and life. Curriculum areas include:

LEARNING AREAS	CAPABILITIES
THE ARTS <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</li><li>○ Design</li></ul>	Critical and Creative Thinking Ethical Intercultural Personal and Social
ENGLISH	
HEALTH AND PHYSICAL EDUCATION	
THE HUMANITIES <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>	

A high-quality curriculum is not a collection of disconnected items of knowledge but rather a set of progressions that define increasingly complex knowledge, skills and concepts grouped and defined by learning areas and capabilities. At Mandama our teachers and students move through the progressions, reviewing, introducing, mastering and integrating and relating skills and knowledge across the areas.

Mandama's Essential Learnings Curriculum for English and Mathematics unclutters the curriculum by making clear what is most important for all students to learn. This enables teachers to identify the point of learning progression of each individual student and to plan for the appropriate next steps in learning.

Enabling students' learning progress is the role of our teachers and our school. It is enabled through effective pedagogy, assessment and reporting, as illustrated here.



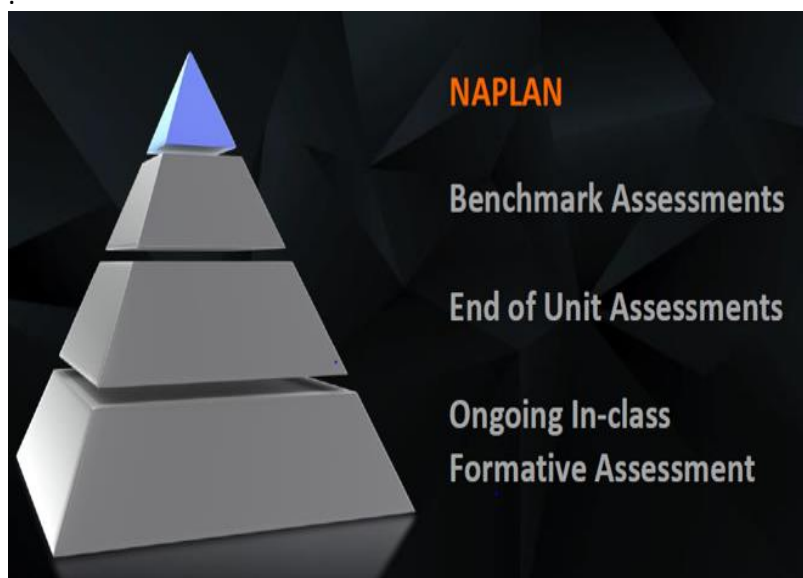
Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

**Curriculum** defines *what* it is that students should learn, and the associated progression or continuum of learning. Mandama follows the Victorian Curriculum F-10, including Levels A,B,C,D towards Foundation for individual students.

**Pedagogy** describes *how* students will be taught and supported to learn. (Refer to Learning and Teaching Policy, Staff Handbook).

**Assessment** identifies *how well* a student has (or has not) learnt specified content. Teachers follow the Mandama Assessment Schedule which is reviewed annually.

Data plays a key part in the ongoing school improvement process.



The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, Mathematics Online Interview, Fountas and Pinnell Benchmark Assessment, Essential Assessment, PAT Maths and PAT Reading. Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

- The school Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.
- PLC teams will track cohort and individual data to also identify teaching and learning areas that require further focus.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including those at risk, developing an Individual Learning Plan, provision of extra teaching support and/or referral for further assessments.

Data will be reported in different ways according to the audience.

**For students:** Feedback will be given about current learning and areas for future learning.

**For staff:** Both informal and formal data will be used to inform planning and teaching on both a short and long term basis.

**For parents:** Students reports, dynamic reporting, parent/teacher meetings and student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement (see **Reporting** below).

**For community:** 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 Qualification Authority and on the school website.

**Reporting** explains to the student and the teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. At Mandama, Student Led Interviews are held in Term 1 and Term 3, where students discuss their learning targets. Formal reports are sent home at the end of Term 2 and Term 4. Years 3-6 use dynamic reporting throughout each term, where graded student work is uploaded onto COMPASS for parents to view and comment on.

Mandama will provide a variety of programs or activities that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will implement the Framework for Improving Student Outcomes (FISO) a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching. Teachers at Mandama focus on using evidenced-based high impact teaching strategies (HITS) in conjunction with the 9 'Classroom Instruction that Works' strategies. Our Community of Practice, where staff from Roslyn, Grovedale, South Geelong and Mandama meet and work together to focus on these strategies, is monitored and reviewed by Leadership teams across the schools.

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

## CURRICULUM IMPLEMENTATION

DET LEARNING AREAS	MANDAMA PROGRAMS	TIME ALLOCATION
<b>ENGLISH</b>	English – Reading & Viewing, Writing, Speaking & Listening. Synthetic Phonics Program. Reading Intervention (see Response to Intervention Model) Oral Language (Foundation)	2 hours daily (Literacy learning is also integrated into all curriculum areas)
<b>MATHEMATICS</b>	Mathematics Mathematics Intervention	1 hour daily (Mathematics learning is also integrated into Discovery units of work)
<b>SCIENCE</b>	Discovery – (refer to Scope and Sequence) (Literacy and Numeracy integrated into this curriculum)	2 hours per week
<b>HUMANITIES (HISTORY, GEOGRAPHY, ECONOMICS &amp; BUSINESS, CIVICS &amp; CITIZENSHIP)</b>		
<b>THE ARTS</b>	Visual Arts Performing Arts / Music	1 hour per week – per half year 1 hour per week
<b>LANGUAGES</b>	Italian	1 hour per week- per half year
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	Physical Education Sport Puberty Program (Grade 5 & 6) Bike Education (Grade 4) PMP (Foundation) Swimming Program (Foundation -3) Open Water Program (Grade 5-6) Camping Program (Grade 2-6)	1 hour per week
<b>DIGITAL TECHNOLOGIES</b>	Integrated in Learning & Teaching Programs Coding Robotics	
<b>LIBRARY</b>	Literature / Research	½ to 1 hour per week
<b>WELLBEING</b>	Student Wellbeing Programs - Learning for Life Program Bounce Back Program Bravehearts WOW Program Kids Hope Mentors CASEA Mental Health Program Rights, Resilience & Respectful Relationships	1 hour per week

## REVIEW

This policy was last updated on May 3<sup>rd</sup>, 2018 and will be reviewed annually.