



FHPS CURRICULUM POLICY

Rationale

Frankston Heights uses the Victorian Curriculum, to develop and provide education programs that are meaningful for students. Frankston Heights Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Frankston Heights Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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 thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at Frankston Heights Primary School we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

The Curriculum will allow every Frankston Heights Primary School student the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

AIMS

Frankston Heights Primary School aims to implement a dynamic curriculum program that:

- is outcome focussed;
- is engaging and relevant and enables students to develop deep levels of knowledge, processes and 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;

- enables students to interact with other students and the wider community;
- is compliant with DET policies and based on the Victorian Curriculum.

Refer to: <http://victoriancurriculum.vcaa.vic.edu.au/>

IMPLEMENTATION

Curriculum covers all the 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. Each year Frankston Heights will map out its curriculum plan. All students Years Foundation – 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum priorities through our daily, weekly, term and annual planning.

The following table provides the time tabled allocation for Victorian Curriculum learning domains at Frankston Heights Primary School. In addition, our guided inquiry approach encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

Time Tabled Allocation Minimum Timetabled

Frankston Heights Primary School timetable is structured on a weekly basis. Each period is 50 minutes. The breakdown of the weekly timetable showing the minimum teaching per Domain as is follows: When developing its curriculum plan, Frankston Heights will pride at least 25 hours student instruction per week.

Years Foundation(Prep) to Four		Years 5 to 6	
Domain	Minimum minutes per week	Domain	Minimum minutes per week
English	10 x 50 min =500 mins	English	10 x 50 min =500 mins
Mathematics	6 x 50 min = 300 mins	Mathematics	6 x 50 min = 300 mins
Science	50 mins	Science	50 mins
Inquiry-Humanties (history/geography/civics and citizenship/Economics)	2 x 50 min =100 mins	Inquiry-Humanties (history/geography/civics and citizenship/Economics)	2 x 50 min =100 mins
PE/Sport	2 X 50 mins = 100 mins	PE/Sport	2 X 50 mins = 100 mins
Lote: Italian	50 mins	Lote: Italian	50 mins

Visual Arts	50 mins	Visual Arts	50 mins
Performing Arts	50 mins	Performing Arts	50 mins
Digital Technologies	50 mins	Digital Technologies	50 mins
Student Wellbeing- Respectful Relationships/Values	50 mins	Student Wellbeing- Respectful Relationships/Values	50 mins
Prep PMP	50 mins	Enrichment Program	50 mins
Total of minimum time allocated per domain	1300 minutes per week	Total of minimum time allocated per domain	1300 minutes per week
Assembly	50 mins	Assembly	50 mins

*Includes the Victorian Curriculum Interpersonal Development, Personal Learning, Thinking processes and communication domains.

Digital Technologies is embedded across all curriculum areas.

* refer to year level timetables for full break down of curriculum time allocations for each of the learning domains by year level.

ENGLISH AND MATHEMATICS

Refer to attached English and Mathematics Policy.

SCIENCE

Each student at FHPS will have weekly Science classes. These science classes will be hands-on, interactive lessons whereby the students will be learning through investigating.

Throughout the year the students will cover all aspects of the Science curriculum, including biological, chemical, physical and earth and space sciences. They will also learn about science as a human endeavour.

The students will have the opportunity to imagine, create and display their own scientific knowledge throughout the year, continually asking the basic questions of WHY? and HOW?

PHYSICAL EDUCATION

Every student from Prep to Year 6 participates in both Physical Education classes and sport on a weekly basis.

Physical Education (PE) classes will focus on active participation, basic motor-skill development, teamwork and leadership skills and most importantly, having fun! The students will develop skills in a variety of different sports, including athletics, T-ball, cricket, basketball, soccer, netball, AFL football, rugby and more.

As well as PE classes each student will have the opportunity to complete weekly sport sessions, these will focus on game play and inclusion for all students. For the Senior students this will include inter-school sports during Term 2, played most Friday mornings. Thanks to the Sporting Schools initiative we are also able to offer a number of different after-school sporting programs. These are completely free and will include a variety of different sports throughout the year.

Alongside both the PE and Sport programs there will also be a full week swimming program for students in prep to Year 4, both the 5-6 and 3-4 camps, bike education for 3-4 students, beach safety for 5-6 students and many more activities throughout the year.

LANGUAGES

Italian is taught to all students from Foundation to Year Six using a communicative approach where instructions, questions and responses are in the target language. Students are exposed to engaging and exciting activities to build on the language skills of speaking, listening, reading and writing. Through their learning, students' understanding and awareness will be developed to appreciate differences between languages and cultures.

Wherever possible, year level class topics will be integrated to strengthen their connection with foreign language learning. Yearly multicultural celebrations will include comedy and musical entertainment by guest performers using spoken Italian.

DIGITAL TECHNOLOGIES

Digital Technologies is embedded across all curriculum areas at Frankston Heights, we recognise the important role technology plays now and will continue to play in the future.

We cater for this by:

Providing coding opportunities for all students from prep to grade 6. All students use a variety of tools such as Code.org or Scratch to complete a range of tasks from simply moving an object around the screen to create their own amazing games.

Regularly upskilling teachers in new initiatives to allow them to create engaging classroom activities. Recently teachers have focussed on computational thinking and robotics.

Providing a 'Coding Club' and MakerSpace at lunchtimes to provide students with the opportunity to explore their own creative technology interests.

Having resources available for students such as MakeyMakey electronic kits, programmable robots, all computers with coding software and also a 3D printer.

Using the SAMR model in the classroom, planning transformative activities that redefine student learning. We believe in engaging learning that uses technology to it's full potential, previously inconceivable using traditional teaching methods.

The ARTS

Frankston Heights Primary School provides an Arts Program for all children encompassing Visual and Performing Arts as outlined in the Victorian Curriculum. The Arts program at Frankston Heights

Primary School consists of a weekly session for every student where they are given opportunities to express ideas in a calm and friendly atmosphere.

The Visual Arts program incorporates both art making and art appreciation in association with developing a visual arts language. Students learn to explore their creativity and imagination through a skills based visual arts program. This supports the *process* of art making and students are given clear instructions on the correct use of tools, materials and techniques. Over the course of the year, students are able to experiment with a variety of media including painting, drawing, ceramics, textiles, print-making, collage, construction and visual communication. They learn to develop a visual language around art elements that is appropriate when thinking and talking about art, such as line, shape, colour and texture.

Through the Performing Arts Program at Frankston Heights Primary School, students have the opportunity to communicate their ideas or expand their mind creatively through Drama, Music, Dance and Media. The purpose of the Performing Arts is to give the students a creative outlet and challenge them in new and exciting ways they may not have thought they were capable of. Drama classes enable the children to express themselves through words, gesture and body language and teach them confidence to get up in front of their peers and perform their own and others' pieces of work. They learn to respect the work of their fellow classmates and give constructive feedback on how they can improve their work and progress to the next level. Basic stagecraft techniques are taught in a safe environment where the student can explore the different drama conventions and principles in order to enhance the message or idea they are trying to convey. Students also learn how beat, rhythm, dynamics and pitch are used in different genres of music. Students experience and create music by learning to play tuned and un-tuned percussion instruments, creating music that reflects a theme or emotion and producing sound effects to complement their drama performances. They learn to read melodies and rhythms on a range of instruments and by using their voices. Singing forms an integral part of the programme, with many of the elements coming together to communicate historical and cultural information. Many children are also involved in choirs and dance troupes.

Every second year all students from Foundation to Year 6 are involved in the school 'Production'. This is performed at the Frankston Arts Centre. The Production provides wonderful experience for students in prop building, costuming, performing and many other 'behind the scenes' roles. It is also a wonderful opportunity for the whole school community to celebrate the many talented students we have at Frankston Heights Primary.

STUDENT WELLBEING: RESPECTFUL RELATIONSHIPS

Frankston Heights is a Lead School in Respectful Relationships. The Respectful Relationships Curriculum, along with the school values will be taught in a weekly 50-minute lesson.

Kids matter and Bounce Back resources will also be utilised,

STUDENTS WITH DISABILITIES

The Department of Education and Training, and Frankston Heights Primary School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Frankston Heights Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

HOMEWORK

Frankston Heights adheres to the Department of Education Guidelines for homework.

Please see attached Homework Policy

GUIDELINES

The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the principal in developing curriculum delivery and programs. School Improvement Teams will develop specific curriculum areas and provide advice to the staff as a whole.

- This policy works in conjunction with the mathematics and English Policies.
- This policy works in conjunction with the Assessment and Reporting and Homework policies.

The curriculum taught at Frankston Heights Primary School will encompass all the areas in the Victorian Curriculum.

The Domains of:

LEARNING AREA:

The Arts: Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication and Design

English

The Humanities: Civics and Citizenship, History, Geography, Economics and Business

Languages

Mathematics

Science

Technologies: Design and technologies, Digital Technologies

CAPABILITIES:

Critical and Creative Thinking,

Ethical

Intercultural

Personal and social

- The School will ensure that it has a comprehensive budget to support curriculum programs. Program leaders will formulate budget requests in October before the next school year. These will be compiled by the principal and discussed in the Finance Subcommittee meeting. School Council must approve indicative budgets prior to the school year. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the year.
- The FHPS strategic Plan is the school's statement to its community about what it stands for and intends to do, over the next four years to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.
- The FHPS Annual Implementation plan outlines one-year goals that are steps towards achieving the broader targets set in the strategic plan. It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in the strategic plan.
- Each term Year Level teams will produce curriculum-planning documents detailing the learning focuses of the term. Weekly Professional Learning teams meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for

the needs of students with a range of interests, abilities and skills. This will include references to the Victorian curriculum.

- Curriculum and level leaders will ensure the Victorian Curriculum Scope and Sequence and curriculum is monitored across the school. School Improvement Teams and Professional Learning Teams are responsible for core curriculum development and delivery.
- 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 understandings of the whole school curricular.
The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.
- The teaching of science will be an integral component in curriculum planning and delivery.
- The teaching of the humanities will be an integral component in curriculum planning and delivery.
- Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10.
- The school will have a range of specialist programs to deliver various curriculum programs such as Languages, Physical Education, Performing Arts and Visual Arts. These will be offered depending on school/DET priorities, access to qualified teaching staff, and timetable provisions.
- FHPS will incorporate the guided inquiry approach which encourages purposeful cross curriculum opportunities to enhance learning through meaningful context. A range of thinking curriculum tools will compliment this curriculum.
- A range of DET programs will support curriculum delivery in the school. These may include Health Education, Sex and drug Education, Koorie Education, Gifted Education and the Program for Students with Disabilities. For more information about the PSD see:
 - <http://www.education.vic.gov.au/management/governance/spag/curriculum/programs/disabilities.htm>.
- Further information can be seen at:<http://www.education.vic.gov.au/studentlearning/programs/default.htm>.
- 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 with the use of materials that do not offend students and the wider community. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools 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, FUSE. See: <http://www.education.vic.gov.au/studentlearning/default.htm>.
- A comprehensive assessment schedule will be devised and implemented to support assessment of student learning (See FHPS Assessment Schedule).
- The school will offer excursions and/or incursions to complement the curriculum. Other experiences, such as camps, sporting programs and leadership courses will also be offered.
- Special school events and days will be celebrated at the school to enhance curriculum programs. For example: STEM Week, Education Week, Harmony Day, Book Week, Literacy and Numeracy Week.

PROGRAM EVALUATION AND REVIEW

School Improvement teams will meet regularly to track whole school data and identify potential curriculum areas that require focus. Professional learning teams will meet weekly to track level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, PAT testing, Running Records, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.

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 Qualifications Authority.

References

- <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>
 - The Victorian Government's paper, Towards Victoria as a Learning Community, <http://www.education.vic.gov.au/about/department/pages/learningcomm.aspx>
 - The Compact <http://www.education.vic.gov.au/school/principals/governance/Pages/compact.aspx>
 - The Victorian Early Years Learning and Development Framework (VEYLDF) <http://www.vcaa.vic.edu.au/Pages/earlyyears/index.aspx>
 - <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/gifted.aspx>

Links to DET School Policy & Advisory Guide:

- Curriculum
- Using Digital Technologies to Support Learning and Teaching
- Student Wellbeing and Learning
- Students with Disabilities
- Koorie Education

Related policies:

- Mathematics Policy
- English Policy
- Assessment & Reporting Policy
- Homework Policy

Evaluation

This policy will be reviewed annually.

This policy was last ratified by School Council on: May 2018.