

PURPOSE

This policy is written to support the ongoing development and revision of curriculum documentation and content at Birmingham PS.

At Birmingham PS we ensure:

- a safe and secure learning and teaching environment is provided to the learning community
students and staff maintain delivery of learning and teaching programs consistent with the Victorian Curriculum F – 10
- students are supported in the acquisition of a solid foundation in knowledge, understanding, skills and values
- students develop capabilities that underpin flexible and analytical thinking, a capacity to work with others, an ability to create new ideas and an ability to translate skills and concepts into practical applications
- staff are supported in the delivery of a consistent, guaranteed and viable curriculum via agreed whole-school approaches and practices
- staff are supported in exploring and implementing contemporary evidence based innovative learning and teaching approaches.

SCOPE

This policy applies to all school activities, including camps and excursions.

POLICY

Guidelines

Our school will comply with all Department of Education and Training (DET) guidelines around:

- The implementation of the Victorian Curriculum from Prep (Foundation) to Year Six
- the length of student instruction time required in Victorian schools,
- Victorian Curriculum Assessment Authority (VCAA) student reporting requirements.
- design curriculum programs to enhance student achievement, engagement and wellbeing
- recognise and respond to diverse student needs when developing curriculum programs and curriculum plans.

Implementation:

Birmingham Primary School is a member of the Council of International Schools. Ensuring that our students have the skills to become Global Citizens is at the heart of all learning. Birmingham PS delivers a comprehensive differentiated curriculum, consistent with the Victorian Curriculum. Whole-school curriculum documents and statements articulate:

- how teaching and learning time is allocated and organised across the eight Learning Areas and four Capabilities can be found in the [Whole School Curriculum Plan](#) (closed link)
- The [Whole School Integrated Units of Inquiry Scope and Sequence](#) (closed link) indicates when the curriculum is taught and the progression of content. This document maps when students engage in four units of study each year, with all students completing four units each year. These units are aligned to the Victorian Curriculum and delivered pedagogically through an inquiry approach. The school has a termly aligned vertical focus on teaching the Capabilities, the Humanities, Health, [Science, Digital Technologies and Global Education](#) through these units.
- how the curriculum is delivered through whole-school approaches to:
 - Literacy:
 - Reading and Writing at Birmingham Primary School- [Instructional and Pedagogical Model](#) (closed link)
 - Numeracy via:
 - Maths at Birmingham Primary School - [Instructional and Pedagogical Model](#) (closed link)
 - [The Maths Scope and Sequence](#) (closed link) outlines the order of teaching and number of lessons for each strand and sub-strand of mathematics.
 - the school's comprehensive [Health and Wellbeing](#) Model and [Scope and Sequence](#) (closed link)
 - Information regarding Specialist Subjects;
 - [PE](#)
 - [Performing Arts](#)
 - [Visual Arts](#)
 - [Global Studies](#)
 - [Italian](#)

Monitor

The school has developed a structured approach to curriculum planning with agreed protocols that ensure consistent documentation and a common understanding of the whole-school planning and our high expectations.

When and which students are assessed is documented against the Victorian Curriculum via the [Assessment Schedule](#)

Data around student learning is used by teachers to inform their curriculum planning.

At Birmingham Primary School teachers formally report on student achievement against the Victorian Curriculum F-10 achievement standards. Our easy-to-understand mid-year and end of year reports include a teacher judgement, indicate progress since the previous assessment and 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. Opportunities are provided for parents/carers and students to discuss the reports with teachers or school leaders. These reports are uploaded via Cases 21 twice yearly.

Time Allocation

The timetable is structured on a weekly basis. Each period is 40 minutes. There are 7.5 sessions each day.

Foundation to Year Six		
Domain	Expected Sessions per Fortnight	Minutes per Fortnight
English	30 (3 x 40 mins daily)	1200
Mathematics	15 (1.5 x 40 mins daily) (7.5 per week)	600
Science/Humanities/Assemblies	20 (2 x 40 mins daily)	800
L.O.T.E.	2	80
Visual Arts	2	80
Performing Arts	2	80
P.E /Health	2	80
Digital Technology	2	80

Evaluate

The Principal Team, School Improvement Team, Leadership Team, and Professional Learning Groups:

- meet regularly to track whole school data and identify potential curriculum areas that require focus
- use research and evidence informed models to ensure that programs are reviewed
- ensure units of work and curriculum programs are monitored across the school to optimise student achievement, engagement and wellbeing
- are responsible for core curriculum development and enhancement
- report student learning outcomes data to the school community in the Annual Report

- provide an ‘evidence-informed’ staff professional learning program to meet the needs of our students.

RELATED DEPARTMENTAL AND SCHOOL POLICIES AND RESOURCES

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Camps and Excursions Policy

REVIEW and ENDORSEMENT

To ensure ongoing relevance and continuous improvement, this policy will be reviewed annually. The review will include input from students, parents, carers and the school community.

Policy last reviewed	14th February 2022
Approved by	The Principal
Next scheduled review date 3-4 years	14th February 2025