



# CURRICULUM FRAMEWORK POLICY

## Mitcham Primary School

### PURPOSE

The core purpose of Mitcham Primary School is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate life-long learners. Mitcham Primary School seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. It is important to maximise real life learning experiences that encourage higher order thinking through a variety of thinking tools and teaching strategies.

### OBJECTIVE

Mitcham Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy, in accordance with the Victorian Curriculum. 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. These curriculum areas are also cross referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Indonesian), and both, Visual and Performing Arts. At a whole school level, there is a heavy focus on Wellbeing. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions, as well as, providing opportunities for students to participate in a wide variety of extra-curricular activities.

### SCOPE

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies. Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual and the Performing Arts and Language (Indonesian). Supportive curriculum initiatives and programs include Literacy and Mathematics Support and Extension, MiniLit and MacqLit.

The school has Curriculum and School Improvement teams, with a curriculum leader and teacher membership from a spread of levels across the school. These teams focus on literacy, numeracy, wellbeing, digital technologies, the humanities and assessment and reporting.

The school has developed a whole school structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common



documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments and an analysis of school performance data including student, staff and parent surveys and follows the FISO 2.0 framework for improvement.

## POLICY

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing its Curriculum Plan, the school will provide 25 hours of student instruction per week.

Victorian Curriculum Learning Areas	Description	Expected Time Allocation
<b>English</b>	English learning encompasses the modes of Reading and Viewing, Writing and Speaking and Listening. This can include integrating literacy teaching across other areas of learning. Students on EAL Continuum are provided with differentiated tasks to meet their individual needs. In the classroom, this can be seen as Readers' and Writers' Workshop Models, THRASS and small group EAL support groups (as needed).	P-2 - 405 minutes per week 3/4 - 330 minutes per week 5/6 - 300 minutes per week
<b>Mathematics</b>	Mathematics teaching encompasses the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum, and is taught through the lens of the proficiencies (Understanding, Problem-Solving, Reasoning and Fluency). Students also engage in weekly Number Talks.	P- 2 - 270 minutes per week 3/4 - 270 minutes per week 5/6 - 240 minutes per week
<b>Science</b>	The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum is divided as Science Understanding comprised of: Science as a Human Endeavour, Biological Science, Chemical Science, Earth and Space Sciences and Physical Sciences and Science Inquiry Skills	P-2 - 60 minutes per week 3/4 - 100 minutes per week 5/6 - 100 minutes per week
<b>Humanities</b>	The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with themselves, the community and the world. The sub-strands within the Humanities are; Civics and	P-2 - 60 minutes per week 3/4 - 60 minutes per week

	Citizenship, Economics and Business, Geography and History.	5/6 - 60 minutes per week
<b>Languages</b>	An Indonesian language and culture program is delivered across all year levels.	50 minutes per week
<b>Physical Education and Health</b>	All students participate in a specialist PE session, each week. Additionally, years 1-6 participate in level sport each week.  Health is taught within the classroom through Respectful Relationships, Relationships & Sexuality Education and our wellbeing programs.	PE - 50 minutes per week Sport - 50 minutes per week Health - 50 minutes per week
<b>The Arts</b>	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally.	Performing Arts - 50 minutes per week  Visual Arts - 50 minutes per week
<b>The Capabilities</b>	The capabilities include Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capabilities. These Capabilities will be embedded across the whole school curriculum.	Embedded across the curriculum
<b>Technologies</b>	This area focuses on both digital and design technologies. Within technologies students use design thinking and technologies to generate and produce design solutions. Within digital technologies students learn how to use technologies ethically and responsibly, as well as, to create innovative solutions.	Embedded across the curriculum
<b>Library Sessions</b>	Students explore and learn the process of reading for reference and enjoyment, borrowing, returning and cataloguing books.	One 50 minute session per week
<b>EAL Support</b>	Students who English is an Additional Language, work in weekly small group (and sometimes one-to-one) sessions to support classroom learning integration.	Weekly sessions based on student needs
<b>MultiLit</b>	Students needing support with Reading (decoding and comprehension) work in weekly small group (and sometimes one-to-one) sessions to support classroom learning success.	
<b>High Abilities</b>	Embedded in Classroom Curriculum Planning and through the VHAP	VHAP - One hour per week, selected students



## FURTHER INFORMATION AND RESOURCES

- VCAA Victorian Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/>
- Mitcham Primary School curriculum scope and sequences stored on Staff Share
- YearlyOverviews:  
<https://drive.google.com/drive/folders/1O6H1E1yDE-GftjVK-4JHenDjxlMR9bqn>

## REVIEW CYCLE AND EVALUATION

This policy was last updated in June 2022 and is scheduled for review in June 2025/2026.