

2.1 (b) Curriculum Framework

A framework must be in place for the organisation, implementation and review of the school's curriculum and teaching practices and to ensure that, as a whole, the learning areas are substantially addressed.

How time is allocated across the eight learning areas:

- Teams go through a process of allocating time 'blocks' at the beginning of the year to create their ideal weekly planner. This ensures that all areas of the curriculum are given consideration, as well as allowing for common times to be blocked and used for team Intervention and extra support. A set process is in place for this:
 - Mark in specialist programs (1 hour PE, 1 hour Media Arts, 1 hour Visual Arts, 1 hour LOTE – Japanese (P-2) OR 1 hour STEM (Year 3-6)) as per the whole school specialist timetable.
 - Reading, Writing and Numeracy times are allocated - Reading times will add to 5 hours per week, Writing 5 hours per week and Numeracy 5 hours per week
 - Library times are allocated (30 min)
 - School Wide Positive Behaviour Support focus lessons are allocated (30 min)
 - Year level Sport (1 hour P-5, 2 hours Year 6) times are allocated
 - Guided Inquiry is allocated the remaining time (240 minutes for F-4, 180 minutes for Year 5, and 120 minutes for Year 6)
- Teams use a Yearly Overview planner to allocate Reading, Writing & Numeracy topics throughout the year - keeping in mind that Instruction time is flexible to suit the needs of Learners.
- Pacing Guides are created at PLT Planning Days to ensure that PLTs have a common approach to covering the required content in each reading, writing and numeracy area.
- A whole school guide to Science and The Humanities is followed by PLTs and incorporated into termly Pacing Guides for each team. Time for Drug Education, Personal Safety (including cyber safety) and Sun & Water Safety is also included in the whole side guide. An overall guide to planning Drug Education is provided to staff.
 - The Arts: 2 hours per week
 - English: 10 hours per week (5 Reading, 5 Writing), Speaking & Listening integrated into entire classroom program
 - Health & Physical Education: 2 hours per week (3 hours for Year 6), 20 hours per year of health, drug education & personal safety.
 - Humanities: term/half term blocks allocated as per the whole school guide
 - Languages: 1 hour per week (P-2)
 - Mathematics: 5 hours per week
 - Science: incorporated into STEM classes (3-6) or covered in term blocks per year (F-2)
 - Technology: Incorporated into weekly 1 hour Media Arts lessons, weekly 1 hour STEM lessons and additional classroom time as integrated into other areas of the curriculum

How and when is curriculum and teaching practice reviewed?

- On-going professional learning for staff is conducted in weekly Staff meetings. This work focuses on the priorities of the school in line with the Annual Implementation Plan (for example; the Readers & Writers Workshop models, HITS, Student Voice and Agency and effective assessment practices). Staff review strategies for effective teaching practice, participate in team collaborative exercises to strengthen teaching approaches and are provided with professional reading and instruction.
- Weekly PLT meetings are centred on the use of data to inform targeted and specific teaching instruction to all students. Team Leaders guide our PLT's through a process of asking:
 - What do we want the students to know?
 - How will we know if they know it?
 - How will we respond if they do not master the essential skills and knowledge? How will we respond if they already know it?
 - How can we use the evidence of student learning to improve our individual and collective professional knowledge?
- Planning days are conducted each term for PLTs to review learning progress and plan future learning for students. There is a suggested guide for planning days to ensure all key areas are discussed and thoroughly planned.
- Weekly meetings between Assistant Principals and Team Leaders are timetabled and ensure that student learning progress and professional practice are examined and areas of concern are identified early.

How does the school deliver its curriculum?

- Pakenham Springs uses the Victorian Curriculum to inform the planning and implementation of learning throughout the school.
- Our Professional Learning Teams plan and deliver content in line with Pacing Guides produced each term.
- Pakenham Springs currently uses the Compass reporting system to create written reports in June and December.
- Pakenham Springs clearly states its approach to Teaching and Learning in the School Information Booklet. This includes setting out the conditions for optimal student learning, our commitment to working with parents to ensure children learn how to learn and our commitment to developing the key skills of investigating, problem-solving, communicating and self-expression through the provision of high quality learning activities.

A whole-school curriculum plan showing how the curriculum is organised:

- PLT developed Yearly Overview planners
- Whole-school timetable, clearly showing the organisational structure of specialist programs, team planning allocated time and Intervention programs (STA, LLI)
- Whole-school Science & Humanities planner including areas of Drug Education, Personal Safety, Cyber Safety, Sun & Water Safety
- Writing Expectations guide and Unit Plans showing the progression of writing development through the 7 years of Primary Schooling.