

POLICY TITLE: ENPS Curriculum Framework Policy

DATE RATIFIED: February 2019

REVIEW DATE: February 2021

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

Critical Engagement  
with the World

Academic Excellence

Inclusive Learning  
Environment

Personal and Social  
Wellbeing

## RATIONALE

At Essendon North Primary School, we believe that in order to empower our students to be independent, innovative and engage with the world, we must provide transdisciplinary learning environments that foster creativity, conceptual understandings and an inquiry approach to learning. The Curriculum Policy enables the development of a consistent written, taught and assessed curriculum, both vertically and horizontally across our school that is relevant, significant, challenging and engaging.

## THEORY OF ACTION

*If* the curriculum at Essendon North Primary School is clearly documented, based on shared understandings, expectations, practices and vision, *then* all students will be provided with the optimum conditions for progress to achieve their maximum potential.

## PURPOSE

To provide clear and explicit guidelines and expectations:

- in order to meet the standards and practices of an International Baccalaureate Primary Years Programme (IB PYP) World School
- in order to meet the standards and practices of a Council of International School (CIS) World School
- for curriculum development using the Victorian Curriculum
- for learning and teaching at ENPS
- in order to ensure consistency
- for vertical and horizontal alignment
- in order to ensure a shared understanding of classroom pedagogy and practice.

## IMPLEMENTATION

- The Victorian Curriculum, the standards and practices of the International Baccalaureate Primary Years Program (IB PYP), and the PYP Scope and Sequence documents are all referred to in the development of curriculum at ENPS.
- The Victorian Curriculum is used as the framework for curriculum development from Foundation to Year Six in accordance with DET policy and guidelines.

- The ENPS Learning Lotus documents the pedagogy and practice of the curriculum and is a central hub for learning and teaching.
- The standards and practices of the IB PYP provide the framework for delivering the curriculum content from Foundation to Year Six, through the Programme of Inquiry (POI). This is developed in accordance with the requirements of the Victorian Curriculum, and with reference to the PYP scope and sequence documents.
- The Programme of Inquiry (POI) is designed to maximise the potential of all; empowering independence, excellence, innovation and engagement with the world. The POI makes connections across all disciplines to develop skills, knowledge and understandings. The POI is designed to be relevant, significant, challenging and engaging to all students from Foundation to Year Six. Within the POI, students inquire into and learn about the six globally significant transdisciplinary themes.
- The yearly Programme of Inquiry, inclusive of six units of inquiry for each year level from Year 1 to Year 6, based on the six globally significant transdisciplinary themes of the PYP, forms the basis of the curriculum delivery at ENPS. The six PYP transdisciplinary themes are:
  - Who we are
  - Where we are in place and time
  - How we express ourselves
  - How the world works
  - How we organise ourselves
  - Sharing the planet
- The written units of inquiry are documented on the PYP planner and detail all of the learning experiences, assessment, resources and reflections from the unit.
- The curriculum is collaboratively planned, assessed and reflected upon by all teachers, inclusive of specialist teachers, involved in the unit of inquiry.
- At ENPS we provide a differentiated and inclusive curriculum that recognises and responds to diverse student needs, addressing the specific requirements of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. When developing our Programme of Inquiry, and units of inquiry we identify and cater for the different needs of individuals and particular cohorts of students
- Each year during Term Four, ENPS undertakes a review of the POI. This review is overseen by the PYP Coordinator and undertaken at a number of school levels, including the PYP Steering Committee, Year Level and Professional Learning Community (PLC) Leaders, Executive and whole school.

- ENPS complies with all DET guidelines in regards to the length of student instruction time required in Victorian schools and provides at least 25 hours student instruction per week.
- A critical element in the development of curriculum is preparing children for transitions; across year levels, from primary school into secondary school, and beyond.
- Teaching and learning programs are resourced through Program Budgets. Program Leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

## EVALUATION

This policy will be reviewed during 2021 or earlier if required, in conjunction with the Victorian DET's policies.

This policy will be reviewed and aligned to IB PYP and CIS recommendations, through the process of IB PYP and CIS evaluation visits.

## DOCUMENT HISTORY

Version	Effective Date	Owner	Description of change
1	February 2019	Scott Mullen	Created in alignment with the enhanced <i>PYP - Principles into Practice</i>

\* Information on revisions and new versions to be added to the top of the table, therefore the most recent is always on top.