



CURRICULUM FRAMEWORK

OVERVIEW

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.

Abbotsford Primary School's mission is to offer a world-class, holistic, Chinese/English bilingual education that is informed by global best practice and tailor-made for Abbotsford's local context. To achieve this, the school maps out its curriculum offerings each year in the form of a Curriculum Plan.

Abbotsford Primary School will meet the minimum standard by providing:

- a Curriculum Plan showing how the eight learning areas will be substantially addressed with appropriate time allocation;
- a summary of how the curriculum will be organised and implemented;
- an explanation of how and when the curriculum and teaching practice is reviewed;
- an outline of how the school delivers its curriculum.

CURRICULUM PLAN

Abbotsford Primary School develops a Curriculum Plan in Term 4 each year for the following year. This is done via a Google Sheet, which allows for high level of transparency and collaboration.

The 2021 APS Curriculum document can be accessed by all staff via the following link:

<https://docs.google.com/spreadsheets/d/1dFxxysT4c1Llw10uuUHNfSokyW2rteYlXgApPM5r5wl/edit?usp=sharing>

The Curriculum Plan can be found in the "Whole School" tab.

ORGANISATION AND IMPLEMENTATION

The curriculum for the eight key learning areas are organised and implemented in the form of the following subjects:

- English
- Chinese

- Mathematics
- Integrated Studies
- Science
- Visual Arts
- Performing Arts
- Physical Education
- Extended Literacy Learning (Digital Technologies)
- Wellbeing

The curriculum for each subject is organised in the following manner.

- A yearly overview for each subject (with information on each term) is available in the tab labelled "By Year Level." This spreadsheet allows staff to access the entire school's curriculum coverage using the filter function. The available filters include:
 - o Year level
 - o Subject
 - o Focus
- Information from the "By Year Level" tab is then used to formulate termly "Curriculum Overviews" which are provided to parents/carers at the start of each term. This document provides a high level of curriculum transparency to parents/carers and encourages them to consolidate school learning by discussing relevant topics with their child(ren).
- The termly overview for each subject (with information for each week of the term) has a set template which is used by all year levels. The template has been designed by the respective Curriculum Leaders, with consideration for best practice in Content and Language Integrated Language (CLIL) for subjects taught in Chinese. All termly overviews can be accessed in the ["Curriculum & Assessment" folder](#) of the APS G Suite and is regularly monitored for quality assurance by the Principal, Learning Specialist and Curriculum Leaders.
- Daily lesson plans are produced by teachers following the structure and components of the APS Instructional Model. Staff are required to retain documentation of all lessons delivered, but are free to choose their own documentation format. These documentations are used and checked in the work conducted by teaching staff with the Principal and Learning Specialist.

REVIEW OF CURRICULUM AND TEACHING PRACTICE

Curriculum reviews are conducted by the Learning Specialists. This committee consists of the Principal, the Leading Teacher and the Learning Specialists. Specialist subjects are represented by the Principal. This committee meets at least twice a term to discuss curriculum and teaching practice related issues, including the school's curriculum framework, time allocation, remote learning framework and options, and whole school data. Data analysed includes, but is not limited to, NAPLAN, school based testing, teacher judgments based on learning outcomes.

Teaching practice reviews are conducted on a regular basis by the Principal and the Learning Specialists. Each term, every teacher has access to the Principal and/or the Learning Specialists as an instructional coach to work on a specific area related to planning, delivery or assessment. On average, every teacher receives three coaching sessions a term. The Principal and the Learning Specialists then meet fortnightly to discuss any trend practice observed and potential area of professional development required.

DELIVERY OF CURRICULUM

At Abbotsford Primary School, our bilingual program has two features:

- Each session of the school day is designated as a Chinese or English session, according to the subject and teacher. (Where the timetable allows, students have Chinese and English sessions every day of the week.)
- Mathematics is taught by the Chinese speaking teachers whereas Integrated Studies is taught by the English teacher. Planning for these subjects is done using the CLIL model (of, for and through) and is evident in the school's planning documents. This is to ensure consistency in planning and encourages the Integrated Studies term concept to inform other areas of the curriculum.
- A standard week at Abbotsford Primary School comprises 30x 50-minute sessions a week. The 30 sessions are divided into 5 domain areas - Chinese, English, Mathematics, Integrated Studies and Specialist Subjects.

	Core Subjects				Specialist Subjects
1	Chinese	English	Mathematics	Integrated Studies	Science
2					Physical Education
3					Visual Arts
4					Performing Arts
5					Extended Literacy Learning (ExLL)
6					Assembly / Wellbeing

Each domain / subject area is assigned a language in which the curriculum is delivered:

Chinese	English
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Chinese	English
Mathematics	Integrated Studies
Physical Education	Science
Visual Arts	Performing Arts
ExLL (Digital Technologies)	Wellbeing
Assembly	Assembly

For the model to work effectively, we place a special emphasis on:

- developing a collaborative culture where the Chinese and English teaching teams work closely together to ensure breadth and depth within the teaching and learning program across the school,
- timetabling, where particular attention has been placed on the spread of Chinese, English and Mathematics sessions across the week, and,
- setting expectations around the use of language in each classroom, i.e. *when* should each language be used, *with whom*, and *for what purposes*.

MORE INFORMATION AND RESOURCES

- [The Abbotsford Bilingual Model](#)

REVIEW PERIOD

Policy last reviewed	September 2024
Approved by	Principal
Next scheduled review date	September 2028