

Curriculum Plan Guidelines

Purpose:

The purpose of the Curriculum Plan Guidelines is to assist schools to ensure they are meeting registration requirements as determined by the Department of Education Services. It provides a framework for writing a Curriculum Plan that documents the programs, strategies, resources and teaching practices that provide the required evidence and articulate the curriculum evaluation processes used in the school.

Curriculum evaluation involves teachers and school leaders reflecting on the continual improvement of student learning and adjusting teaching and learning programs to respond to student needs.

An evaluation of the Curriculum Plan is an annual process, undertaken within a collaborative process of reflection and analysis.

The evaluation of the plan considers the following questions:

- What is working and needs to be maintained?
- What is not working and needs to be modified?
- Are there particular contexts and/or group/individual learning needs that are not being addressed?
- To what extent are the support and learning needs of students with disabilities and those at risk of educational failure being met?

Context:

A Curriculum Plan is a requirement issued by the Department of Education Services for Non-Government Schools. The Guide to the Registration Standards and Other Requirements for Non-Government Schools is available via this link: [click here](#).

Submission:

The Curriculum Plan is to be uploaded on the CAS portal via <https://cas.cathednet.wa.edu.au>

Part A (Section 4. Observance of Registration Standards)

In Part A the school should include:

- An articulation of the Catholic context of the school and its connection with the community
- The school's location
- The school's ICSEA value
- A brief demographic overview
- Any other distinguishing features of the school

Part A also needs an outline of the number and profile of students in each year level. This needs to include the number of students who have differentiated programs in order to cater for their learning needs.

e.g.

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Year 4	60	4	3	1	2	2

A school could use the reference summary from the My School website.

Note: Aboriginal students are required to have a Personalised Learning Plan (PLP).

Part B (Standard 1. Curriculum)

In Part B the school should evidence and articulate which curriculum it uses or is informed by. This needs to include:

- a statement evidencing the use of the [Western Australian Curriculum](#) (SCSA) and how the school might use this document to plan its future curriculum requirements and meet the needs of learners
- a statement evidencing how the Religious Education curriculum is being offered (as outlined by the WA Bishops)
- a statement evidencing the use of the PP - Year 10 Teaching, Assessing and Reporting Policy Standards to inform curriculum delivery and planning [SCSA Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy](#)

If applicable:

- a statement evidencing how it is informed by the Belonging, Being and Becoming: [The Early Years Learning Framework](#) (EYLF)

If applicable:

- a statement evidencing how Year 11 and Year 12 learners are given the opportunity to achieve a Western Australian Certificate of Education (WACE) [WACE Manual](#)

Part C

(Section 4. Standard 12 Child Abuse Prevention)

In Part C the school should articulate which developmentally appropriate protective behaviours curriculum the school has adopted (e.g. Keeping Safe: Child Protection Curriculum). This needs to include:

- a statement evidencing professional learning delivered to staff (12.1d) – how staff are informed of and communicated to (protective behaviour curriculum and the Code of Conduct)
- a statement evidencing when delivery to students occurs (12.1e) – year groups, frequency and statements about how students are informed
- a statement evidencing when delivery to parents occurs (12.1f) – how parents are informed and communicated to (protective behaviour curriculum and the Code of Conduct)

Part D

(Section 6. Governing Body Accountability)

In Part D the school should provide evidence about how it is accountable for achieving improvements in student learning through other school improvement plans. This could include:

- a statement evidencing how the Curriculum Plan links to the School Strategic Plan (SSP)
- a statement evidencing how the Curriculum Plan links to the Annual School Improvement Plan (ASIP)
- a statement evidencing how the Curriculum Plan links to other key school strategic plans i.e. Evangelisation Plan, Quality Improvement Plan, Aboriginal Education Plan, Capital Development Plan

Part E

(Section 7. Standard of Education)

In Part E the school should provide a *short* statement referencing the National Quality Standards (NQS). This needs to include:

- a statement evidencing when the audit was undertaken by the school's principal
- a statement evidencing the key focus areas for the current year
- a statement referencing the process of reflective practice

This is only a summary of what the key focus areas are for the current year and should link to the QIP and NQS documentation.

Part F (Data Analysis)

In Part F the school should provide evidence of a review and analysis process undertaken *of student learning* against individual, school and national expectations. This should include:

1. How, when and by whom the analysis of student learning is undertaken
2. Which programs, strategies, resources and teaching practices **are working and need to be maintained**
3. Which programs, strategies, resources and teaching practices **are not working and need to be modified**
4. Which programs, strategies, resources and teaching practices cater for individual and targeted learning of *all students*; this should also include **what is working and needs to be maintained** and **what is not working and needs to be modified** e.g. Aboriginal, English as an Additional Language or Dialect, Special Needs, Gifted and Talented and Students At Risk

NB: The school should only include relevant data analysis and data commentary to answer questions 2 & 3 above (not all data from across all the strands of learning).

Examples of data relevant for analysis include:

- Internal and/or external standardised assessments
- National comparisons (NAPLAN)
- WACE & VET
- Staff, parent and student surveys
- BRLA
- Other data (Brightpath, OLI, ACER, MAI, EMU, Reading Recovery)
- Attendance, wellbeing, motivation and engagement

Appendices

It is recommended that schools use current documents to support the review and development of the annual curriculum plan.

Appendices to accompany the Curriculum Plan:

- Assessment and reporting policy
- Assessment schedule
- Teaching and learning policy
- Other applicable documents

Curriculum Plan

(Optional Template)

School Name:

Date:

Part A (Section 4. Observance of Registration Standards)

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD

Part B (Standard 1. Curriculum)

Part C (Section 4. Standard 12 Child Abuse Prevention)

Part D
(Section 6. Governing Body Accountability)

Part E
(Section 7. Standard of Education)

Part F
(Data Analysis)

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