

Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9802 0663 for support.

Purpose

The purpose of this framework is to outline Weeden Heights Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school inquiry investigation planner, English, Mathematics and Student Wellbeing term planners and year level planners.

Overview

Weeden Heights Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Weeden Heights Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Weeden Heights Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The school's vision is to

provide a dynamic child-centered learning community, committed to providing exemplary programs in a challenging, vibrant and safe environment.

At Weeden Heights Primary School, our dynamic curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking, public speaking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

Implementation

Weeden Heights Primary School implements its curriculum through the classroom and weekly specialist program. The core areas taught are outlined in the Victorian Curriculum and the specialist program includes: Visual Arts, Performing Arts, STEAM (including chemical science and environmental science taught through a kitchen/garden program), PE, Language and Mathematics. At Weeden Heights Primary School, class time is structured into a weekly timetable, with 6.5 hours of learning per day, broken into 6 x 45 minute and 1 x 30 minute instructional sessions along with 1.5 hours of social play.

Curriculum Time allocations – Foundation to Year 6

The break down of the weekly cycle is as follows:

Subject	Prep Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	300	300	300	300	300	300	300
Writing	300	300	300	300	300	300	300
Speaking & Listening (including assembly)	70	70	70	50	50	50	50
Mathematics	300	300	300	300	300	300	300
Inquiry Learning	195	195	195	170	170	170	170
Wellbeing	40	40	40	40	40	40	40
Physical Education	90	90	90	135	135	135	135
Visual Arts	45	45	45	45	45	45	45
Performing Arts	45	45	45	45	45	45	45
STEAM	45	45	45	45	45	45	45

Language-: French	45	45	45	45	45	45	45
Administration Duties- roll, unallocated time	25	25	25	25	25	25	25
ICT	Integrated across all areas of the curriculum and BYOD program in years 4 - 6						

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum area and investigation and unit curriculum plans

Language provision

Weeden Heights Primary School delivers French as a Language, based on the expertise available on staff and languages offered at feeder secondary schools in our local area. Considering the cultural backgrounds of our families, French primarily is a second language for everyone in our school and offers the opportunity to learn a second language.

Pedagogy

The teaching and learning approach at Weeden Heights Primary School is shaped by the Framework for Improving Student Outcomes (FISO 2.0) and based on the DE Practice Principles for Excellence in Teaching and Learning and the DE High Impact Teaching Strategies (HITS). Level teams specifically use student cohort data in professional learning teams (PLC) to create learning for individuals across the school. The school's approach includes:

- Having high expectations for all students to achieve
- Providing a supportive and productive learning environment that promotes inclusion and collaboration
- Giving students voice and agency in their learning, collaboratively planning in teams for a differentiated and challenging curriculum for all students
- Rigorous assessment practices including student feedback
- Developing deep learning challenges including opportunities to apply new knowledge by developing critical, creative and higher order thinking skills
- Using evidenced based strategies to drive improvement, such as, assessment, moderation and analysis of student data. Students are engaged at their level of need, or Zone of Proximal Development (ZPD) and supported throughout the learning process.

To cater for individual student learning needs, the curriculum is differentiated so that teachers can scaffold, stimulate and challenge students at a point of need, maximising their learning. Students have individual learning goals framed as 'I can' statements to support their learning needs and growth in reading, writing and Mathematics

Student agency and voice is promoted school wide to promote students' responsibility for and agency in their learning. All students are provided with opportunities to be involved in and drive

their learning and school experience, including individual learning goals. Students are also able to provide feedback to teachers via the Attitude to School survey in Years 4-6. These survey results also directly inform the school's Annual Implementation Plan and School Strategic Plan.

The pedagogical approach at Weeden Heights Primary School follows the Victorian Teaching and Learning Model (VTLM) which supports teachers and school leaders to focus on high impact teaching and learning and make evidence-based decisions to improve student learning and wellbeing.

Assessment

Weeden Heights Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Weeden Heights Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Weeden Heights Primary School has an assessment schedule that is implemented across all levels of the school. Teachers use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection. Teachers also use a variety of assessment strategies to gather evidence about student achievement. The evidence obtained through assessment along with work samples, anecdotal evidence and self/peer evaluations are used to make judgements about student progress and report to parents.

Teachers will make modifications to the task to cater for students with additional learning needs and develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies. The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Weeden Heights Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Weeden Heights Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/guardians throughout the term/semester, including through twice-annual formal reporting.

At Weeden Heights Primary School will implement a sequential assessment schedule in line with assessment against the Victorian [Curriculum F-10 achievement standards](#), or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).

A variety of assessment practices will be implemented to gain an accurate profile of how a student is performing against the curriculum. The school will report to parents/guardians through written reports that are sent in digital form via email. *Both student achievement and progress will be included in the report. A five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).*

Parent meetings are conducted twice-yearly and enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Families participate in a 'Getting to Know You' meeting at the beginning of the year and a student led conference in term three. Interpreting services will be made available where required.

Curriculum and Teaching Practice Review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

Curriculum review is linked closely to the Professional Learning Communities (PLCs): a fundamental structure that ensures all teachers plan and review curriculum. The curriculum is planned across the year in four term planners.

Teachers at each level work together weekly as a PLC to discuss and plan for student learning across the level. This develops a shared ownership for ensuring quality student learning and celebrating achievement. The team uses evidence in the form of work samples and assessment data to determine priorities for curriculum delivery based on the curriculum framework.

This structure enables school structures that guarantee specifically allocated times to ensure weekly meetings occur. Meetings are chaired by a PLC Leader accountable for archiving the minutes and evidence of student learning at their level. The PLC is a forum where the Principal can keep abreast of student learning and professional learning of the teachers at each level.

The PLC leaders will meet regularly (at least three times per term as a part of the Strategic Implementation Team- SIT) to track whole school data and identify potential curriculum areas that require focus. Data analysed includes, but is not limited to, NAPLAN, formative assessment, school-based testing such as PAT (Acer) and Essential Assessment, and teacher judgments based on learning outcomes.

Every year, members of the leadership/SIT team will work with relevant professional learning teams to audit the curriculum of each program. This audit will inform future curriculum planning and documentation. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DE, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Weeden Heights Primary School has a focus on improving teacher practice to better cater for all students across a year level. This is achieved through a process of ongoing data driven discussions in the PLCs, coaching and mentoring, shadowing, and collegiate observations.

Developing leaders with the capacity to lead Professional Learning Communities is a priority. In their capacity as a PLC leader, they are focused on developing curriculum and sequences of learning that focus on the skills and understandings that students require and need to achieve to progress to the next level of learning.

Two more formal checkpoints occur, the Performance and Development Plan mid-cycle review and the end-cycle review. These checkpoints ideally occur across the school in:

- February Preparation - Setting the focus for review based on evidence
- April Commence cycle - Goal setting based on evidence
- August Mid -Cycle - Review of progress based on evidence
- November/December End -Cycle - Review of progress based on evidence.

Review of teaching practice

Weeden Heights Primary School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- The Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

Further Information and Resources

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - Whole school curriculum plan
 - Teaching and learning program for each year level
 - Unit plans/sequence of lessons.

Policy Review and Approval

Policy last reviewed	2023
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Consultation	Principal Staff
Approved by	Principal
Next scheduled review date	2027 <i>Review cycle for this policy is 3-4 years.</i>