



Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy, or require it in an alternative format, please contact our school administration team.

PURPOSE

The purpose of this framework is to outline Streeton 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 Policy should be read alongside our whole school '**Streeton Primary Curriculum Framework and Teaching and Learning Guidelines**'.

OVERVIEW

Streeton 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.

Streeton 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](#)

POLICY STATEMENT

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. Streeton Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

CURRICULUM GUIDELINES

Streeton Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Streeton Primary School will offer a broad range of programs based on Victorian Curriculum Learning Areas and Capabilities to meet the diverse needs and demands of students from Foundation to Year 6 designed to enhance effective learning for the 21st Century.

Streeton Primary School will comply with all Department of Education (DE) guidelines about the length of student instruction time required in Victorian schools as well as mandated curriculum areas.

Streeton Primary School places a high priority on the teaching of Literacy and Numeracy. Students are challenged and supported to achieve success in these areas.

IMPLEMENTATION

Streeton Primary School implements its curriculum over 5 instructional sessions per day. This includes a core specialist program consisting of Performing Arts, LOTE (Chinese) and STEAM. All other subject areas are taught by each designated classroom teacher. At Streeton Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5, 60-minute sessions.

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 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.

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, '**Streeton Primary Curriculum Framework and Teaching and Learning Guidelines**'.

Language provision

Streeton Primary School will deliver Chinese (Mandarin) as a Language, based on feedback and then consultation with our school community and our School Governing Body.

Pedagogy

The pedagogical approach at Streeton Primary School is The Gradual Release of Responsibility (GRR). This model is a particular style of teaching which is a structured method of pedagogy framed around a process transferring responsibility within the learning process from the teacher to the eventual independence of the learner.

The Gradual Release of Responsibility is characterised by a sequence of learning that shifts the learning responsibility from the teacher to the student. The goal of this approach is autonomy and efficacy on the part of the student and the ability to transfer understanding on their own.

Assessment

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

Students at Streeton 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. This is evidenced in our Whole School Assessment Schedule.

- *Teachers at Streeton Primary School 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.

- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.*
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.*
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.*
- Streeton Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Aboriginal and Torres Strait Islander students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.*
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.*
- 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

Streeton Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Streeton Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting. An opportunity is also provided to families to discuss the school report with teachers and/or school leaders.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Streeton Primary School will report directly 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](#).*
- Both student achievement and progress will be included in the report.*
- An age-related 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.*
- Streeton Primary School will use a learning dimensions scale for other areas of the curriculum.*
- Opportunities will be provided for families to discuss the school report with teachers and/or school leaders.*

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. 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 teaching practice

Streeton Primary School reviews teaching practice via:

- Professional Learning Teams, 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.

RESOURCES

School Council and the Principal will provide adequate resources for the implementation of the Victorian Curriculum and to ensure staff are equipped with the skills and understandings to implement the school's Pedagogical Framework effectively.

Teaching and learning programs will be resourced through annual Program Budgets based on the Student Resource Package. Priority areas will be catered for to ensure they are sufficiently resourced.

TEACHING AND LEARNING PRACTICE

Streeton Primary School work collaboratively in Professional Learning Teams to develop skills and knowledge, assess student learning and develop effective teaching practice.

Streeton Primary School uses an instructional model. The Workshop Model forms the basis for instruction in English and Mathematics.

Students at all levels are catered for with differentiated teaching practices. Teachers use a range of High Impact Teaching Strategies to ensure effective delivery of the curriculum.

Teachers and school programs also address the specific needs of students in relation to Koorie students, gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Our school ensures at least 25 hours of student instruction per week within our curriculum plan.

Reference: Victorian Curriculum Assessment Authority – <http://www.vcaa.vic.edu/prep10/vels/index.html>

The teaching staff will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.

Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundation (Prep) through to Year 6 in accordance with DET policy and guidelines.

The DET requirements related to the teaching of Physical Education and Sports Education, will continue to be implemented.

The use of Digital Technologies (DT) is integrated across the curriculum to support the improvement of teaching and learning outcomes.

In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

STUDENT WELLBEING AND LEARNING

Streeton Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing and engagement policies with curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students and will:

- Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences,
- Provide a flexible, relevant, inclusive and appropriate curriculum,
- Accommodate student developmental needs within the Victorian Curriculum Framework Standards stages of schooling.

INCLUSION

The Department of Education and Training and Streeton Primary School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Streeton Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Streeton Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- Working in partnership with the Koorie community through the KESO (Koorie Education Support Officer) to develop an understanding of Koorie culture and the interpersonal relationship with Koorie families.
- Supporting the development of high expectations and individualised learning for Koorie students,
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum,
- Implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

EXTRA CURRICULAR AND ENRICHMENT PROGRAMS

Streeton Primary School offers a range of extra-curricular programs throughout the year that aim to enhance learning and engage students by providing a variety of different experiences. These include programs such as: instrumental music, camps and excursions, incursions, lunch clubs, student led activities, breakfast club, Sporting Schools Programs, clinics and interschool sports.

PROGRAM EVALUATION AND REVIEW

The teaching staff will meet regularly as a Professional Learning Community to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to NAPLAN, On Demand Testing, school based/assessment schedule, writing moderation, teacher judgements based on learning outcomes and conversations through PLCs, PAT reading, PAT Maths, Fountas & Pinnell benchmarking kit. Every year our school will do an audit of the curriculum. This audit will inform future curriculum planning.

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](#)
- [Holocaust Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - Streeton Primary Curriculum Framework and Teaching and Learning Guidelines
 - whole school inquiry cycle
 - Guidelines and Protocols Documents for English and Mathematics
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons – individual classroom planners

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Discussed at start of year annual staff briefings/meetings
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	19/06/2023
Approved by	Principal
Next scheduled review date	Review cycle for this policy is every 3 to 4 years – June 2027