

CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Strathfieldsaye 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, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Strathfieldsaye 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.

Strathfieldsaye 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](#)

VISION AND VALUES

Our vision at Strathfieldsaye Primary School is to empower everyone to learn and grow in an inclusive community. Values drive our actions, behaviour and attitudes and are the 'core' of who we are. Strathfieldsaye Primary School's values include **Caring**, **Optimism**, **Respect** and **Excellence**.

Caring: We look after our environment and we show kindness to other people and to ourselves.

Optimism: We are grateful for what we have and believe that we can make good things happen. We choose to be positive.

Respect: We have integrity and we understand that everyone has different feelings and different approaches to life.

Excellence: We set high standards and we persist until we have done our best.

Strathfieldsaye Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

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.

IMPLEMENTATION

At Strathfieldsaye Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into seven 40minute learning sessions and two 10 minute wellbeing sessions.

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, year level and unit / lesson curriculum plans.

Language provision

Strathfieldsaye Primary School will deliver Chinese (Mandarin) as a Language, based on our connection with the Bendigo Education Plan Chinese Teacher Program lead by Bendigo Senior Secondary College.

Pedagogy

The Victorian Curriculum F-10 is implemented from Foundation to Grade 6 at Strathfieldsaye Primary School (SPS). The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D' for students with disabilities.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Technologies and Health. These curriculum areas are cross-referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content.

The skills and knowledge defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

A number of specialist programs are provided including Visual Art, STEM, Digital Technologies, Library, Physical Education (including Sports), Chinese Language and Performing Arts (Music and Drama). The Department of Education requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.

All students will receive a curriculum that is challenging and achievable. Students requiring intervention or extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment on reports and Individual Learning Plans.

Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.

Students who require more assistance in Literacy are catered for in intensive small groups using the suite of Multi Lit programs, including MiniLit and MacqLit

Strathfieldsaye Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

Decisions about the teaching and learning program within that structure and individual student learning programs are the responsibility of the school principal and teachers. If an individual learning program for any student is proposed that departs from the provision model set out in the whole-school curriculum plan that decision should be made in conjunction with the student and the student's parents/carers, and must be approved by the school principal.

The school will provide quality and meaningful education for Koorie students by use of the Marrung Aboriginal Education Plan 2016-2026. Strathfieldsaye Primary School ensures that every Aboriginal and Torres Strait Islander student has an individual learning plan.

Teaching and learning teams across each year level ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams currently are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies.

Assessment

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

Students at Strathfieldsaye 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.

Teachers at Strathfieldsaye 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.

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.

Strathfieldsaye Primary School will 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.

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.

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.

Strathfieldsaye Primary School accurately assesses student achievement against the Victorian Curriculum. The school has established a whole-school assessment schedule with expectations of the frequency and types of assessment. Assessments are a mix of summative and formative assessment. These may include tests, learning tasks, observations, discussions and involvement in nation-wide standardised testing processes including; NAPLAN and school entry assessment tests.

The school uses Compass Pulse and student classroom files as a manageable system of keeping records that provide a rich mixture of observations, results, reflections and discussions.

Some assessments are made available to parents via Learning Tasks on Compass. They are uploaded at various times throughout the term. Self-assessments by students against individual learning goals are featured as part of our assessment regime.

Strathfieldsaye Primary School assesses and reports the achievements of students with disabilities and impairments in the context of levels A - D in the Victorian Curriculum. Student Support Groups develop Individual Learning Plans containing learning goals and teaching strategies. Progress towards individual learning goals are evaluated and reported by Student Support Groups.

Students for whom English is a second language will have their progress in English reported against the EAL Companion to The Victorian Curriculum.

Staff participate in moderation and professional development involving assessment maps and annotated work samples so that they can apply consistent judgements of student progress against the Victorian Curriculum Standards. Staffwork in Professional Learning Community teams and participate in professional development involving analysis of assessment data to; track trends; identify priorities and; inform future goal setting, planning and teaching.

Reporting

Strathfieldsaye Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Strathfieldsaye 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, and the uploading of at least four student learning tasks on Compass at regular intervals throughout each term.

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.

Strathfieldsaye 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 in English, Mathematics and Science (where applicable).

Strathfieldsaye Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

Opportunities will be provided for parents/carers and students 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.

Curriculum Plan – including time allocations

Foundation – Year 1		Years 2- 6	
Domain	Minutes per week	Domain	Minutes per week
Literacy, Numeracy and Integrated Inquiry	1120	Literacy, Numeracy and Integrated Inquiry	1080
Berry St / Wellbeing Sessions	100	Berry St / Wellbeing Sessions	100
Physical Education and Health	40	Physical Education and Health	80
Visual Arts	40	Visual Arts	40
Performing Arts	40	Performing Arts	40
STEM	40	STEM	40
Digital Technologies	40	Digital Technologies	40
LOTE – Chinese	40	LOTE- Chinese	40
Library	40	Sport	40
TOTAL	1500 per week	TOTAL	1500 per week

REVIEW OF SCHOOL CURRICULUM

Review of teaching practice

Strathfieldsaye 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.

Review of curriculum

The School Improvement Team meets twice per term to track whole school data, review curriculum and identify potential curriculum areas that require adjustment or further focus. Additionally, discussion is held during weekly PLC meetings to track individual year level data and adjust the curriculum being delivered to ensure continual student learning progress.

Data analysed will include, but is not limited to, NAPLAN, school based testing and teacher judgments based on learning outcomes in the Victorian Curriculum. Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

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:
 - whole school curriculum plans
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level unit plans/sequence of lesson

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Consultation	Students – School Captains Parents – School Improvement Sub Committee 05.02.24 School Council – School Council Meeting 20.02.24 Uploaded to School Website
Approved by	Principal
Next scheduled review date	March 2026