CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Research 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

Research 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.

Research 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

Research 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/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 programs and teaching at Research Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

IMPLEMENTATION

At Research Primary School we provide 25 hours of instruction time each week. This includes an hour of each specialist program; physical education, visual art, library and science and technology. The leadership team in conjunction with staff will determine the curriculum program for the following year based on student data, school needs and state initiatives.

At Research Primary School we develop curriculum plans based on student needs and interests, therefore programs will often change from year to year.

A project based learning program operates in the Junior School (Prep – Year 2) to develop thinking strategies, problem solving and communication skills.

Allocated Session Times - Year: Prep

Area of Study	Sessions per week
Numeracy	5
Literacy: Reading	5
Literacy: Writing	5
Inquiry/Project Based Learning	4 (3 in term 1 and 2)
Visual Arts	1
Physical Education	1 (term 3 and 4 only)
Perceptual Motor Skills (PMP)	2 (term 1 and 2 only)
Social Skills/Buddies	1
Language–Japanese	1
Science and Technology	1
Library	1

Allocated Session Times - Year: 1/2

Area of Study	Sessions per week
Numeracy	5
Literacy: Reading	5
Literacy: Writing	5
Inquiry	2
Project based learning/Explore time	2
Visual Arts	1
Physical Education	1
Social Skills	1

Language–Japanese	1
Science and Technology	1
Library	1

Allocated Session Times - Year: 3-6

Area of Study	Sessions per week
Numeracy	5 (3 Number, 2 Other)
Literacy: Reading	5
Literacy: Writing	5
Inquiry/Social Skills	4
Visual Arts	1
Physical Education	1
Language–Japanese	1
Library/ICT	1
Science and Technology	1
Library	1

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 is provided in our unit and lesson plans.

Language provision

Research Primary School will deliver Japanese as a Language.

Pedagogy

The Victorian Curriculum will be used as a framework for the curriculum development and delivery at Prep to Year 6 in accordance with DET policy and guidelines.

Curriculum mapping is documented every year to reflect the Victorian Curriculum.

Information Technology and LOTE will be integrated across the curriculum to support the application of skills.

Professional Learning Communities will analyse data to identify gaps in student learning to research, discuss and trial strategies to support student learning. Data analysed will include but is not limited to Fountas and Pinnell. NAPLAN, On Demand, F and P, prep/post assessments and teacher judgement based on learning outcomes.

Staff will meet each term to conduct moderation sessions to ensure consistency in teacher judgment.

Student learning outcomes and data will be reported to the community via the Annual Report to the School Community.

Assessment

Research Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Research 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 Research 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.
- Summative data collected includes but is not limited to Fountas and Pinnell, NAPLAN, On Demand, F and P, prep/post assessments and teacher judgement based on learning outcomes.
- 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.
- Research 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.
- 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

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

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.

- Research 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).
- Research 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.

Review of school curriculum

Research Primary School reviews its curriculum regularly as both a whole school and in team teaching teams through teams through team meetings, staff meetings and planning days as lead by the Assistant Principal, Learning Specialist and the SIT team.

Review of teaching practice

Research 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
    - 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 plan
- teaching and learning program for each learning area and capability
- teaching and learning program for each year level
- unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

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