

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Tooradin 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 year level and unit curriculum plans.

OVERVIEW

Tooradin 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.

Tooradin 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](#)

Tooradin Primary School aims to ensure all students are valued and given guidance, ownership and encouragement to maximise their learning. Emphasis is placed upon personalised learning, a strong values program and students provided with many, vibrant learning experiences. Tooradin Primary School encourages an environment that fosters and instills life long values. Our shared values demonstrates our emphasis on a child focused learning environment; Respect, Responsibility, Care, Teamwork. We strive to cultivate an environment where learning is meaningful, collaborative and relevant; where curiosity is encouraged, where young people connect to create and produce work that matters to them and others.

“Tooradin 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 school encourages students to strive for excellence in all of their endeavours. At Tooradin Primary School our 21st century

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 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

Tooradin Primary School implements its curriculum that meets the needs of all individual student learning needs. We provide students with a two hour literacy block, one hour mathematics block every day, Social and Emotional Learning sessions, Inquiry (cross-curricula) and Digital Technologies. Specialist programs are offered in Physical Education, Visual Arts and Italian. Students are supported with Tutor Initiative Learning Program and Speech programs. Programs such as camps, excursions, incursions, annual school concert, HPV and the Stephanie Alexander Kitchen and Garden classes program complement curriculum areas across the school. At Tooradin Primary School class time is structured into a fortnightly timetable, with five hours of learning per day, broken into 60 minute 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 lesson curriculum plans.

Language provision

Tooradin Primary School will deliver Italian as a Language. In Italian students learn about the colours, animals and numbers through song and dance. They look at words such as greetings and manners in order to have simple conversations amongst each other. Students learn about Italy the country and identify famous buildings, people, traditional celebrations, clothing and food and historical events that have occurred. Italian is fun and exciting and each lesson is full of fascinating facts for students to learn and participate in.

Pedagogy

The pedagogical approach at Tooradin Primary School is aligned with the FISO 2.0 improvement cycle to ensure all student needs are being met. By using the improvement cycle, teachers engage in staged and continuous inquiry processes. The stages of the improvement cycle are as follows:

- **Evaluate and diagnose** education challenges and areas for improvement based on the learning and wellbeing needs of every student.
- **Prioritise and set goals** for improvement strategies and initiatives that have the greatest impact on student learning and wellbeing.
- **Develop and plan** improvement strategies and initiatives to ensure successful implementation.
- **Implement and monitor** selected improvement strategies and initiatives, including the impact these have on student learning and wellbeing, to adapt and respond accordingly.

Assessment

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

Students at Tooradin 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.

Tooradin Primary School undertakes a range of student assessment and reporting activities to inform and support student learning. Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

- Teachers at Tooradin 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.
- Tooradin 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, and students requiring additional learning adjustments/ supports 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

Tooradin Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Tooradin 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.

At Tooradin Primary School reporting explains to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to achievement standards).

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.

- Tooradin 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).
- Tooradin 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

School curriculum and teaching practice is reviewed against the Framework for Improving Student Outcomes (FISO). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool (SPOT) and it directly influences school direction in the form of what goals are set in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

Whole school curriculum documents are visited annually to ensure their validity. Termly and weekly level planning is reviewed as its name suggests. Consistent template use is visible across the school, to ensure consistency in its presentation and detail, supporting teachers to be able to adapt documents to their current contexts.

Professional Learning Teams (PLT) at Tooradin Primary School uses cluster and school level PLTs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Tooradin Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives.

The PDP process involves a start-of cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

Review of teaching practice

Tooradin 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	10/8/2023
Consultation	Policy Sub Committee meeting
Approved by	Principal
Next scheduled review date	August 2024

CERTIFICATION

- This policy was ratified at the School Council Meeting held at Tooradin Primary School on 10th August, 2023.

Signed:

Signed:

Principal

School Council President

The Principal will complete the Department's Annual Risk Management Checklist for anaphylaxis management to assist with the evaluation and review of this policy and the support provided to students at risk of anaphylaxis.