CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Irymple South 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 Scope and Sequence documents, Visible Learning Sequences and our whole school Assessment Schedule.

OVERVIEW

Irymple South 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.

Irymple South 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
  - Languages Education

Irymple South Primary School aims to empower every student to reach their full potential academically, socially and emotionally through high quality teaching practice, equipping them with the knowledge, skills and dispositions for lifelong learning in a safe, inclusive and thriving environment. Our visible learning and teaching approach 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 Irymple South Primary School our 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 the Learning Sequences encourage students to have ownership of their learning. It is designed to develop student voice and agency, 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 and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Irymple South Primary School will determine the curriculum program for the following year, based on provision needs and DET policy requirements.

- All students undertake year-long programs in English, Mathematics, Physical Education and The Arts
- All students undertake science as part of the Inquiry program
- All students undertake Health as part of the Inquiry and Respectful Relationships programs
- Students undertake Humanities disciplines; History (all Grades), Geography (all Grades), Civics and Citizenship (Grades 3-6), Economics and Business (Grades 5 & 6) as part of the Inquiry Program.
- All students undertake technology disciplines; Design and Technologies is part of the Inquiry and Specialist program and Digital Technologies are integrated across all curriculum areas.

At Irymple South Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five 60-minute sessions. A breakdown of time allocated to each learning area is documented below:

| Domain	Hours Per Week
English (classroom- reading)	5
English (classroom- writing)	5
Mathematics (classroom)	6
Physical Education (Specialist program)	1
The Arts (Specialist program- Music)	1
The Arts (Specialist program- Visual Arts)	1
The Arts (Specialist program- Dance)	1
Design and Technology (Specialist program)	1
Science (classroom- inquiry program) Health (classroom- inquiry program & Respectful Relationships) The Humanities (classroom- inquiry program) Design and Technology (classroom- inquiry program)	3
Sport (classroom)	1
Digital Technologies	Integrated across all learning areas
Total	**25 hours**

Language provision

Irymple South Primary School currently has an exemption from providing a language program.

Pedagogy

The pedagogical approach at Irymple South Primary School is documented in our Whole School Instructional Model. The Instructional Model incorporates the Visible Learning Cycle at the centre to support students to work through the three stages of learning; planning, monitoring and evaluating.

The Instructional Model supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. The Model is focused on teacher practice as the main contributor to improved student learning outcomes.
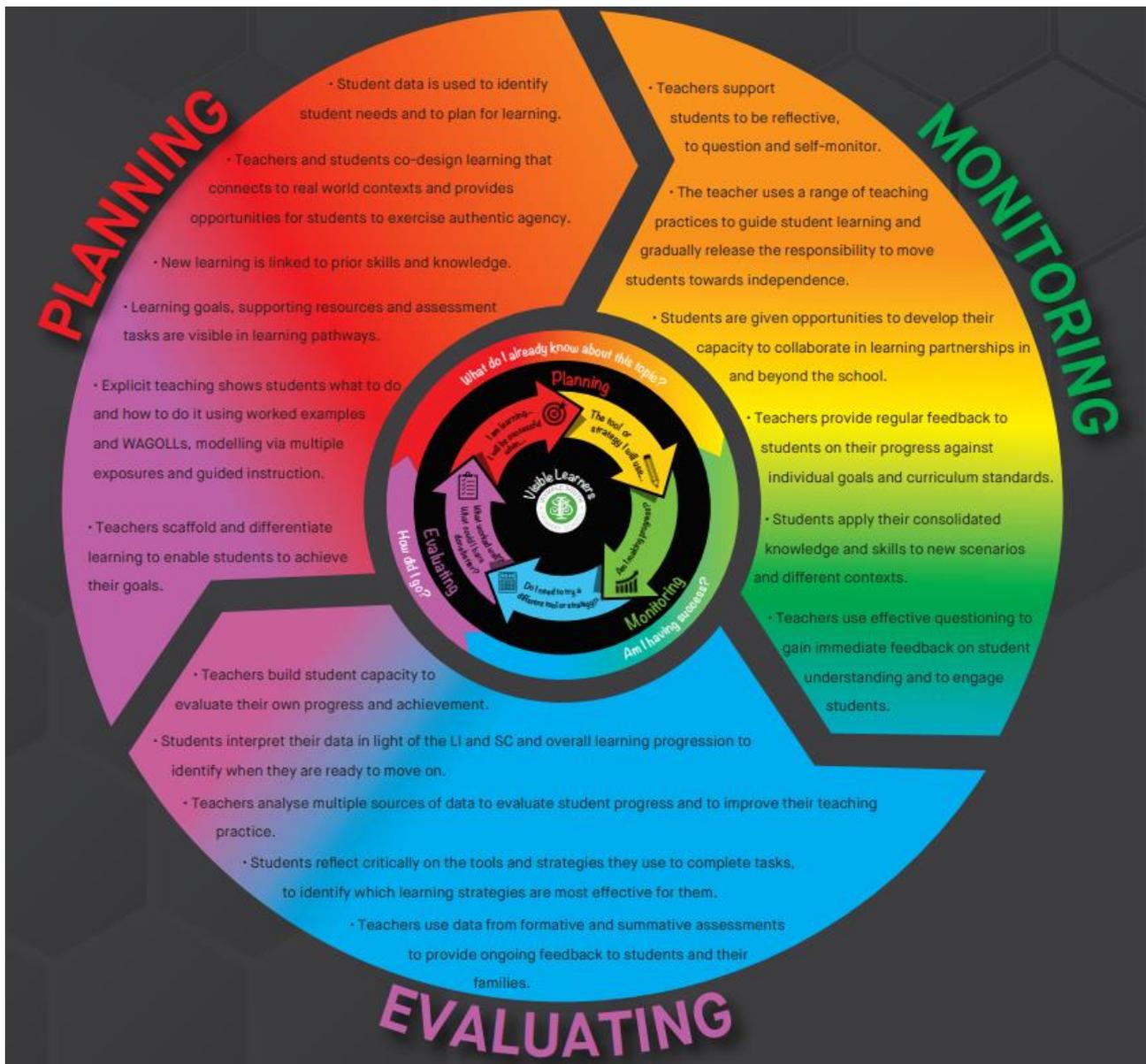
Assessment

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

Students at Irymple South 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 Irymple South 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 (see description of continuous reporting below).
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in Visible Learning Sequences and the whole school Assessment Schedule. 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.
- Irymple South 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.
- Staff will participate in the moderation of assessment tasks involving assessment rubrics/documented success criteria and work samples so they can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

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

The twice-annual formal report will be in a written format easy for parents/carers to understand and will be accessible in digital form via Xuno, with the option to translate text from English to another language, to cater to our school community or the option to provide a hard copy upon request. The written report will:

- report directly against the Victorian [Curriculum F-10 achievement standards](#) .
- include both student achievement and progress.
- use an age-related five-point scale for reporting against the achievement standards, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting is included

Opportunities will be provided for parents/carers and students to discuss the school report with classroom teachers and/or school leaders.

Learning conferences, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home.

Continuous reporting will be undertaken in various formats throughout the year:

Term 1	**Introductory Video** Publish on Seesaw by the end of week 3.	**Seesaw- Video Diary** Focus: spelling and numeracy	**Learning Conference** Purpose: how we learn in our classroom		
Term 2		**Seesaw- Video Diary** Focus: reading and writing		**Learning Celebration** Purpose: how we learn in our classroom	**Formal report-** published on Xuno
Term 3		**Seesaw- Video Diary** Focus: spelling and numeracy	**Learning Conference** Purpose: to discuss the Sem. 1 report and to celebrate growth		
Term 4		**Seesaw- Video Diary** Focus: reading and writing		**Learning Celebration** Purpose: for Grandparents (or a special person) to experience a morning in the life of an ISPS learner	**Formal report-** published on Xuno

Seesaw Portfolios

Learning portfolios are a purposefully selected compilation of student work that can cover a single learning task or include curated evidence over an entire learning sequence.

PURPOSE	CRITERIA
- Seesaw Learning Portfolios make classroom learning more accessible to parents, teachers and administrators - They provide a window into student learning - They showcase both student achievement and student progress over time - They support teachers to assess students' academic growth by reviewing work samples over time - They provide students with a vehicle for regular feedback and dialogue with their teachers - They encourage students to think critically and reflect upon their work - Learning portfolios increase student engagement, promote a continuing conversation about learning between teachers, parents, and students, and extend academic lessons beyond school walls - Creating digital portfolios provides an opportunity to develop competency in the use of digital technologies.	1.Students will document their progress in a minimum of four learning areas per semester. 2.The posts will vary at each grade level. Each post should highlight learning growth over time. **The first video diary** will outline what students are doing in the **planning** phase; students should be able to articulate what they are currently learning and reference a criteria (eg. learning pathway/rubric) and the relevant tools/strategies they are learning. Each student will be able to **monitor** and **evaluate** their own growth and articulate this in the **second video diary.** 3. Teachers will make a comment which will include: - A brief overview of the task (directed at the parent) - A comment about the student's progress (directed at the student) - A comment about the next goal/future learning for the student (directed at the student) 4. These posts have replaced report comments at mid year as part of our commitment to continuous reporting. **Specialist Classes** - Upload **one post per student per semester** - The posts will vary at each grade level. We need to <u>include</u>: - Title - Visual (video or work sample) - Teacher feedback - Student reflection - Comments will be addressed to the student. - We will inform the students that a post has gone on SeeSaw during class time so that they can tell those at home. - There is no limit on the amount of posts. Additional posts can be shares of class photos etc.

Reporting: Standards and Capabilities

ODD YEAR	Term 1 and 2	Term 3 and 4
Grade Prep	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade One	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade Two	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade 3 & 4	English Maths Health and PE Music Visual Arts History Geography Science Civics and Citizenship Digital Technologies Creative and Critical Thinking Capability Ethical Intercultural Capability Personal and Social Capability	English Maths Health and PE Music Visual Arts Civics and Citizenship Design and Technologies Digital Technologies History Personal and Social Capability Creative and Critical Capability Ethical Capability
Grade 5 & 6	English Maths Health and PE Music Visual Arts Science History Civics and Citizenship Personal and Social Capability Intercultural Capability Critical and Creative Thinking Capability	English Maths Health and PE Music Visual Arts Economics and Business Design and Technologies Digital Technologies Personal and Social Capability Critical and Creative Capability Ethical Capability

EVEN YEAR	Term 1 and 2	Term 3 and 4
Grade Prep	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade One	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade Two	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade 3 & 4	English Maths Health and PE Music Visual Arts History Digital Technologies Personal and Social Capability Intercultural Capability Ethical Capability Critical and Creative Capability	English Maths Health and PE Music Visual Arts Geography Civics and Citizenship Design and Technologies Science Digital Technologies Personal and Social Capability Critical and Creative Capability
Grade 5 & 6	English Maths Health and PE Music Visual Arts History Civics and Citizenship Geography Intercultural Capability Personal and Social Capability Critical and Creative Capability	English Maths Health and PE Music Visual Arts Economics and Business Design and Technologies Civics and Citizenship Science Language Digital Technologies Personal and Social Capability Ethical Capability Critical and Creative Capability

INQUIRY UNITS OF WORK

WHOLE-SCHOOL TEACHING AND LEARNING PLAN

Please note that Mathematics and English are covered in all the below units, simply not outlined.

Odd Year	Term 1 In Our Community	Term 2 Sustainability	Term 3 Social Justice	Term 4 Creativity
Foundation	**IN OUR COMMUNITY** Health and PE History Geography Personal and Social Intercultural Critical and Creative	**OUR SUSTAINABLE WORLD** Geography Science Health & PE Personal and Social Intercultural Critical and Creative	**FAIRNESS & FRIENDSHIP** History Health and PE Personal and Social Ethical Critical and Creative	**TOPSY TURVY TALES** Design and Technologies Science Health and PE Critical and Creative Personal and Social
Years 1 & 2	**PLACES AND SPACES** Geography Design and Technologies Science Health and PE Personal and Social Creative and Critical Ethical	**TIPTOE THROUGH OUR WORLD** Design and Technologies Geography Personal and Social Ethical Creative and Critical	**CELEBRATING DIFFERENCES** History Geography Health and PE Civics and Citizenship Personal and Social Intercultural Ethical	**ROBOT BUDDIES** Digital Technologies Science History Design and Technologies Personal and Social Critical and Creative
Years 3 & 4	**FIRST CONTACT** History Digital Technologies Design and Technologies Geography Civics and Citizenship Creative and Critical Thinking Intercultural Personal and Social	**THE BLUE MARBLE** Design and Technologies Science Geography Personal and Social Ethical Creative and Critical	**SOMEONE ELSE'S SHOES** Civics and Citizenship Health and PE Personal and Social Creative and Critical Ethical	**FRAME BY FRAME** Digital Technologies Design and Technologies History Personal and Social Creative and Critical
Years 5 & 6	**MAKING DEMOCRACY** History Civics and Citizenship Personal and Social Intercultural Critical and Creative	**THINK GLOBAL, ACT LOCAL** Geography Science Personal and Social Critical and Creative Intercultural	**CARE FOR THE KIDS** Digital Technologies Civics and Citizenship Personal and Social Ethical Creative and Critical	**BIZARRE BAZAAR** Economics and Business Design and Technologies Personal and Social Critical and Creative

Even year	Term 5 Identity	Term 6 Change	Term 7 Discovery	Term 8 Connections
Foundation	**SHAPING IDENTITY** Health and PE History Science Personal and Social	**THE CHANGING WORLD** Science History Geography Health and PE Personal and Social Intercultural Critical and Creative	**THE BRIDGE AND BEYOND** Design and Technologies Science Personal and Social Critical and Creative	**GREAT AND SMALL** Design and Technologies Science Geography Health and PE Personal and Social Critical and Creative
Years 1 & 2	**GROWING OLDER AND WISER** Health and PE Science History Personal and Social Critical and Creative	**STIMULATING SCIENCE** Science Geography Health and PE	**LIGHT AND SOUND** Digital Technologies Design and Technologies Science Health and PE Personal and Social Critical and Creative	**THROUGH GENERATIONS** History Geography Personal and Social Critical and Creative Ethical
Years 3 & 4	**THE GAME OF LIFE** Health & Physical Education History Personal and Social Intercultural Ethical Critical and Creative	**INTO THE UNKNOWN** History Digital Technologies Critical and Creative Personal and Social	**FORCES AND FUNCTIONS** Digital Technologies Design and Technologies Science Critical and Creative Personal and Social	**OUR ISLAND HOME** Science Geography Civics and Citizenship Personal and Social Critical and Creative
Years 5 & 6	**MUSEUMS IN MOTION** History Design and Technologies Civics and Citizenship	**ETHICS AND EMOTIONS** Health & Physical Education Design and Technologies Personal and Social Ethical Intercultural Critical and Creative	**THE JOURNEY TO DISCOVERY** Digital Technologies Design and Technologies Science Critical and Creative Personal and Social	**DATA AND DECISIONS** Digital Technologies Design and Technologies Economics and Business Critical and Creative Personal and Social

CURRICULUM AND TEACHING PRACTICE REVIEW

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

The School Improvement Team will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, English and Maths Online, PAT-R/PAT-M, On Demand, Common Assessment Tasks and teacher judgments based on learning outcomes in the Victorian Curriculum.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Professional Learning Communities (PLC)

Irymple South Primary School uses PLCs 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.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
    - Curriculum Programs Foundation to 10
    - Framework for Improving Student Outcomes (FISO)
    - 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
    - School Hours (including variation to hours)
- This policy should be read alongside:
    - Whole School Assessment Schedule
    - Teaching Teams Document
    - Scope and Sequence Documents
    - Teaching and Learning Overviews
    - Visible Learning Sequences

POLICY REVIEW AND APPROVAL

Policy last reviewed	21/11/2022
Approved by	Principal
Next scheduled review date	November 2023