**Porepunkah Primary School
Curriculum Framework Policy**

**Help for non-English speakers**

If you need help to understand the information in this policy please contact the school office.

**Purpose**

The purpose of this framework is to outline Porepunkah 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 curriculum plans.

**overview**

Porepunkah Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to become life long learners.

Porepunkah Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](https://victoriancurriculum.vcaa.vic.edu.au/). The key points in this framework, and in line with the [F–10 Revised Curriculum Planning and Reporting Guidelines](https://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf), 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](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy) policy.
* Complying with Departmental policies relating to curriculum provision, including:
	+ [Physical and Sport Education — Delivery Outcomes](https://www2.education.vic.gov.au/pal/physical-and-sport-education-delivery-requirements/policy)
	+ [Sexuality and Consent Education](https://www2.education.vic.gov.au/pal/sexuality-education/policy)
	+ [Holocaust Education – Delivery Requirements](https://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy)

Porepunkah Primary School’s vision is to work together as a school community to empower every learner to reach their potential.

Our school aims to empower students to learn, achieve and equip them with the knowledge, skills and dispositions for lifelong learning and for shaping the world around them.

Our school values are persistence, kindness and respect.

Porepunkah Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated.

Our curriculum and school culture 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 Porepunkah 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 strives for 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 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**

Porepunkah Primary School implements its curriculum by providing sequential learning and teaching programs that deliver a comprehensive and inclusive curriculum to all students, whilst working to foster an increasing sense of student voice and learning agency. We have high expectations for all students and expect the school values of persistence, kindness and respect to be demonstrated through learning and play.

Porepunkah Primary School provides a comprehensive curriculum with a strong focus on Literacy and Numeracy. In addition to the core Literacy and Numeracy program, we teach Humanities, Science and Technology (HST) through an integrated inquiry learning approach. Specialist subjects taught include Digital Technologies, The Arts, Italian, Physical Education and Music.

At Porepunkah Primary School, learning time is structured into a weekly timetable, with 5 hours of learning per day, broken into five 60 minute sessions across three sessions.

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| --- | --- | --- | --- |
| Curriculum Area | F-2 | 3/4 | 5/6 |
| English  | 10 | 10 | 10 |
| Mathematics | 6.5 | 6 | 5 |
| The Arts | 1 | 1 | 1 |
| Health and PE | 2.5 | 2 | 3 |
| HST Inquiry Teaching – Humanities Science Technology | 1.5 | 2 | 2 |
| Social Enterprise Education | - | - | 1 |
| Digital Technology | 1 | 2 | 1 |
| Languages Italian | 1 | 1 | 1 |
| Social and Emotional Learning | 1.5 | 1 | 1 |
| Total Weekly Hours | 25 | 25 | 25 |

Interdisciplinary learning across the curriculum incorporates the General Capabilities. Porepunkah Primary School teaches the Respectful Relationships Program from Foundation to Year Six as part of a Social and Emotional learning program. Learning through the curriculum is also supported by our camps, incursions and excursions programs as well as interschool opportunities when available.

Staff work as a team to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as the explicit targeted teaching of phonics and the Toe by Toe Intervention contribute to support additional learning in Literacy. While Targeted Numeracy Time based on student outcomes in the Numeracy Fluency Assessment support additional learning in Numeracy. The placement and utilisation of Education Support Staff, the development of Individual Education Support Plans and modified programs for individual students, provide additional support for our students when it is needed.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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**

Porepunkah Primary School delivers Italian as a Language from Foundation to Year Six. The choice of Italian is based on languages spoken in the area, historical teaching of Italian at the school over many years and the availability of a suitably qualified teacher.

**Pedagogy**

Porepunkah Primary School uses the Workshop Model as the school’s Instructional Model. The pedagogical approach at Porepunkah Primary School utilises the gradual release of responsibility. This model and approach includes a lesson opening where the Learning Intention and Success Criteria are referenced. A Mini Lesson on the ‘what and how’ of the work task, some independent Work Time and a Check In to re-engage students, scaffold misunderstandings and share thinking. This is followed by more independent work time and concludes with a reflection to capture and synthesise the learning.

High Impact Teaching Strategies as listed below are included in teaching and learning programs at Porepunkah Primary School. While not every strategy is evident in every lesson or learning sequence, the use of these strategies consistently in the daily Literacy and Numeracy programs supports our learners to increase student learning.

1. Setting Goals
2. Structuring Lessons
3. Explicit Teaching
4. Worked Examples
5. Collaborative learning
6. Multiple Exposures
7. Questioning
8. Feedback
9. Metacognitive Strategies
10. Differentiation

**Assessment**

Porepunkah Primary School assesses student progress in line with the Department’s [Assessment of Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy) policy.

Students at Porepunkah 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.

A whole school Assessment Schedule is used to ensure that assessment tasks are consistent, meaningful and timely throughout the school year. This is reviewed annually.

* *Teachers at* Porepunkah 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 Assessment Schedule which is reviewed each year. 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, scaffolding and will allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.*
* *Porepunkah 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**

Porepunkah Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy) policy. In addition, Porepunkah Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the semester, including through twice-annual formal reporting.

*The report will be in a written format easy for parents/carers to understand and will be provided in hard copy. Parent may request a digital copy of the report.*

* *Porepunkah Primary School  will report directly against the Victorian*[*Curriculum F-10 achievement standards*](https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx?Redirect=2)*or, if reporting on students for whom English is an additional language, the Victorian*[*Curriculum F-10 EAL achievement standards*](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims)*.*
* *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 all 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)](https://www2.education.vic.gov.au/pal/fiso/policy). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

**Review of school curriculum**

Porepunkah Primary School has a number of layers of curriculum review that ensure that there is a continued focus on school improvement.

***Whole School Level***

All teaching staff are a part of the School Improvement Team. This team is involved in developing, evaluating progress and impact against the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP). The team is also involved in reviewing and updating the school’s vision and mission and curriculum implementation. Community consultation is also undertaken to support this work. Data used in whole school curriculum review includes: NAPLAN, Teacher judgement, Attitudes to school survey, Parent Opinion Survey and the School Staff Survey.

***Curriculum Area Level***

Where applicable a curriculum lead is responsible for reviewing a specified curriculum area. This includes specialist teachers in Languages, Digital Technology, PE and The Arts. Classroom teachers in consultation with the school’s Learning Specialist will ensure that the implementation of a guaranteed and viable curriculum is developed. VCAA Scope and Sequence documents are utilised to determine timing and delivery in core learning areas. Data used to support the review of core curriculum areas includes the NAPLAN, PAT Testing, DIBELS and the Numeracy Fluency Assessment.

***Year Level Area***

Year level planning documents are completed by teaching teams in Literacy, Numeracy and HST (Humanities, Science, Technology). Teams use the Victorian Curriculum and the VCAA Scope and Sequence documents to support curriculum planning. Teams are provided with collaborative planning time each week to meet, plan and review these documents as needed along with a planning day once a term. There are also fortnightly team meetings to provide additional time for teams. Teams utilise many data sources to support curriculum review at a year level including pre and post testing, NAPLAN, PAT Tests, formative assessments, Teacher judgement, DIBELS and the Numeracy Fluency Assessment.

***Teaching Units and Lesson Planning***

Teachers develop teaching units and lesson plans within their collaborative planning meetings. Unit and lesson plans reflect whole school focus, curriculum documents and cater for the individual needs of students.

**Review of teaching practice**

Porepunkah Primary School reviews teaching practice through:

* 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](https://www2.education.vic.gov.au/pal/curriculum-programs/policy)
	+ [Framework for Improving Student Outcomes (FISO 2.0)](https://www2.education.vic.gov.au/pal/fiso/policy)

* + [Assessment of Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy)
	+ [Digital Learning in Schools](https://www2.education.vic.gov.au/pal/digital-learning/policy)
	+ [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy)
	+ [Koorie Education](https://www2.education.vic.gov.au/pal/koorie-education/policy)
	+ [Languages Education](https://www2.education.vic.gov.au/pal/languages-education/policy)
	+ [Physical and Sport Education — Delivery Requirements](https://www2.education.vic.gov.au/pal/physical-and-sport-education-delivery-requirements/policy)
	+ [Holocaust Education](https://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy)
	+ [Reporting Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy)
	+ [Sexuality and Consent Education](https://www2.education.vic.gov.au/pal/sexuality-education/policy)
	+ [School Hours (including variation to hours)](https://www2.education.vic.gov.au/pal/school-hours/policy)
* 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**

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| Policy last reviewed  | 1 August 2023  |
| Approved by  | School Principal |
| Next scheduled review date  | 1 August 2027 |