



CURRICULUM FRAMEWORK POLICY

Rationale

The purpose of this framework is to outline Wheelers Hill 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.

The curriculum framework should be read alongside our whole school, year level and term lesson plans. of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against expected achievement standards.

1 Guidelines

1.1 Wheelers Hill 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.

1.2 Wheelers Hill 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](#)

1.3 Wheelers Hill Primary School aims to provide a safe, caring community that values quality education with high expectations of all – students, staff and parents. Wheelers Hill Primary School's mission is to provide learning experiences, which challenge, extend and motivate all students to reach their full potential intellectually, emotionally, socially and physically. Wheelers Hill Primary School strives to attain excellent academic results by implementing a diverse curriculum catering for all students and providing programs that value differentiation. To support the delivery of a high quality curriculum Wheelers Hill Primary undertakes a range of assessment activities and follows a whole school Assessment Schedule ensuring consistency and sequential

learning expectations.

2 Implementation

- 2.1 Wheelers Hill Primary School implements its curriculum based on
- Core learning (English and Mathematics)
 - Inquiry learning (Science, History, Geography, Civics and Citizenship, Design and Technology, Health, Media Arts)
 - Wellbeing – social and emotional learning
 - Specialist areas (Health and Physical Education, LOTE- Mandarin and French, Visual Arts, Performing Arts, STEM, Library)
- 2.2 At Wheelers Hill Primary School, class time is structured into a weekly timetable, with 300mins of learning per day, broken into 6 – 50 minute sessions.
- 2.3 Further information on how our school implements the curriculum, including the learning areas provided at each year level 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 year level overviews.

LANGUAGE PROVISION

- 2.4 Wheelers Hill Primary will deliver French and Mandarin as a Language, based on providing our students with the opportunity to study two languages throughout their primary school years. Students in Years 1,3 and 5 will study Mandarin. Students in Years 2,4 and 6 will study French. Prep students do a semester each of French and Mandarin to expose students to both languages.

PEDAGOGY

- 2.5 The pedagogical approach at Wheelers Hill Primary School is to deliver a high quality curriculum in accordance with FISO 2.0, based on explicit evidence based instruction, and high impact teaching strategies.

ASSESSMENT

- 2.6 Wheelers Hill Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.
- 2.7 Students at Wheelers Hill 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 Wheelers Hill 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 Wheelers Hill Primary School Assessment Schedule. The assessments may include, but are not limited to, tests, projects, performances, discussions or student-teacher conferences. They include a mix of online, paper based and oral assessment tasks.
 - 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.

- Example 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. Students who are performing 24 months ahead of expected levels and 12 months below expected levels will also have IEPs.
- 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

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

- At Wheelers Hill Primary School Semester Reports are written in a format that is easy for parents/carers to understand and is accessible in digital form. Wheelers Hill Primary School reports 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
- Wheelers Hill 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.

2.9 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

2.10 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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Curriculum Areas	English, Maths, Digital Technologies, Inquiry units (Science, Humanities, Media Arts, Design and Technology, and Health), and Specialist subjects (LOTE, Performing Arts, Visual Arts, Library, Physical Education are all incorporated into the Whole School Yearly Overviews, Term Planners and Weekly Planners		
Whole school	Whole School Yearly Overviews (Using data from the previous year to ascertain focuses based on cohort strengths and areas of concern)	Year level teams overseen by the Year Level Learning Leader	Set up in Term 4 for the following year. Reviewed each term and adjustments made
Year levels	Term planners (Using data from pre and post tests, and standardized tests to ascertain focuses based on cohort strengths and areas of concern)	Year level teams overseen by the Year Level Learning Leader	Created each term on Planning Day
Units and lessons	Weekly planners (Class groupings, PLC focused groups determined from current assessments in Reading, Maths and Writing).	Classroom teachers	Done weekly in consultation and collaboration with the year level team
Specialist areas	Term planners (Using data from pre and post tests, to ascertain focuses based on cohort strengths and areas of concern)	Specialist teachers	Created each term on Planning Day
	Weekly planners (Class groupings, PLC focused groups determined from current assessments	Specialist teachers	Done weekly

2.11 Wheelers Hill Primary School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs to 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.

3 Communication

This policy will be communicated to our school community in the following ways:

- publicly on our school website
- in hard copy from school administration upon request

4 Evaluation

3.1 The Education Sub Committee will review the effectiveness of the school's Curriculum Framework Policy on a cyclical basis in accordance with DET guidelines.

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
 - Yearly Curriculum overview
 - Year level term planners

Related policies:

[Curriculum Structure policy](#)

[Assessment and Reporting policy](#)

[English policy](#)

[Mathematics policy](#)

[Science policy](#)

[Technology policy](#)

[Languages other than English policy](#)

[Health policy](#)

[Humanities policy](#)

[ICT policy](#)

Ratified by School Council

October 2023

Approved by Principal

October 2023

Next review

2026