CURRICULUM FRAMEWORK POLICY



Help for non-English speakers.

If you need help understanding the information in this policy, please contact Whittlesea Primary School, 9716 2140.

RATIONALE

The curriculum covers all arrangements the school makes for students' development and learning. It includes course content, student activities, teaching approaches, the way teachers and classes are organised, and decisions on the need for and use of facilities and resources. Whittlesea Primary School (WPS) is committed to delivering a high level of teaching and learning in all academic areas and providing students with the best possible foundation in life through a well-rounded education that values our students' skills, interests, and abilities.

At Whittlesea Primary School, the student is the centre of everything we do. We strive to develop and support the emotional, social, and physical wellbeing of the whole child. We create a positive climate for learning that encourages all children to become collaborative and innovative members of local and global communities.

To embed this, the school provides sequential learning and teaching programs that deliver a comprehensive, evidence-based curriculum to all students while working to foster an increasing sense of student voice and learner agency. We have high expectations for all students academically, socially, and culturally by striving for excellence and honouring the school's expectations of Respect Your School, Do Your Best, and *Help Others Succeed.*

OVERVIEW

Whittlesea Primary School provides a planned and structured curriculum to equip students with the skills and knowledge needed to complete their primary education and transition to secondary school.

Whittlesea 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 Curriculum Planning and Reporting Guidelines, are a commitment to:

- A defined curriculum content in the basis for student learning
- Developing and publishing a whole school curriculum overview 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 F-10 policy
- Complying with Departmental policies relating to curriculum provision

IMPLEMENTATION

At Whittlesea Primary School, lesson time is structured into the weekly timetable, with 300 minutes (5 hours) of learning per day, broken into 5 x 60-minute sessions. The creation of term-based timetables outlines the instruction time, specialist schedule and allocated planning time (APT) that support school organisation.

Unit planners provide further information on how our school implements and delivers the curriculum, including all learning areas and the capabilities at each year level. Whittlesea Primary School's specialist program consists of Physical Education (F-6), PMP (Foundation), PE Boost (Years 1-2), STEM (Years 3-6), Visual Art (F-6), Performing Art (F-6) and language (F-6). Whittlesea Primary School delivers Australian Sing Language (Auslan) as a Language.

Pedagogy

The pedagogical approach at Whittlesea Primary School is underpinned by the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).

Literacy across all year levels is delivered through a literacy block incorporating all three (3) modes of the English 2.0 Curriculum within a 2 x 60-minute block. Lessons include a Daily Review followed by explicit teaching which follows a gradual release model. In Years F- 2, the school implements a structured synthetic phonics approach following *Victoria's approach to teaching reading F-2*. Decoding skills are developed daily through explicit teaching, which is a minimum of 25 minutes in the Literacy Block.

Mathematics is also underpinned by the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and lessons include a Daily Review followed by explicit teaching which follows a gradual release model.

Specialist lessons follow a gradual release structure with clearly defined Learning Intentions and Success Criteria. This is followed by explicit modelling before students have the opportunity to practice/apply their skills to tasks. Reflection and Sharing take place at the end of the lesson.

In accordance with the VTLM 2.0, planning across Year Levels is collaborative and focuses on breaking units of planning into sequential lessons designed to minimise student cognitive load. Teams plan in Professional Learning Communities (PLCs) to identify and break down barriers to learning to enable learning and help maximise the potential of student outcomes. Explicit teaching is a part of every lesson, with evidence-based practice used to minimise cognitive load, and teachers provide the necessary scaffolding to support all students within the classroom to ensure they are being taught at their point of need. Daily Reviews and formative and summative assessments are utilised to maximise the opportunity for consolidation of learning.

In addition to the WPS Instructional Models, Whittlesea Primary School consistently maintains a calm, orderly classroom environment and manages classroom behaviour through the implementation of the school's agreed-upon School-Wide Positive Behaviour Support (SWPBS) framework practices.

Assessment

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

Students at Whittlesea Primary School have multiple and varied opportunities to demonstrate learning, achievement and growth each year. Teachers use assessment to ensure that evidence of learning and growth is tracked and monitored for every student. The school's assessment informs teaching and learning.

This includes:

- Teachers using authentic, evidence-based assessments aligned to the teaching and learning programs and objectives
- Teachers use an assessment data to ensure that students are taught at their point of need
- Teachers provide regular, timely feedback to students on their progress against both learning goals and achievement standards
- Teachers analysing student achievement data to improve student performance and teacher practice.

Teachers at Whittlesea Primary School use a combination of formative and summative assessments, student self-assessment, and reflection on learning goals and achievement.

- Assessment is used to guide future lessons and learning, as well as to keep students and families informed of student progress
- Agreed assessments are documented in the WPS Literacy Assessment Schedule and WPS Numeracy Assessment Schedule
- Whittlesea Primary School develops Individual Education Plans (IEPs) for students who are part of Disability Inclusion, Koorie students and students in 'Out of Home' care (OoHC), in consultation with students, families and, where appropriate, with outside agencies
- Teachers will assess the achievement and learning growth of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum.'
- Where possible, staff will participate in moderation of assessment tasks involving assessment work samples so that staff can apply consistent judgments of student progress against Victorian Curriculum Standards across the school.

Reporting

Whittlesea Primary School reports student progress to families in accordance with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, WPS ensures that assessment information is continuously shared with families both formally and informally throughout the year via meetings with families (upon request), Parent-Teacher interviews, and Student-led Conferences. WPS also provides twice-annual Interim Reports (middle of each semester) and Academic Reports (end of each semester).

WPS implements the Reporting Student Achievement and Progress Foundation to 10 policy through the use of the 'Progress Reports' and 'Semester Reports' features of the Compass School Management System (online platform). Families can view and download both Progress Reports and Semester Reports.

Semester Reports include:

- A paragraph on the student as a learner written by the classroom teacher(s)
- Student achievement and growth progress with clear indications as to whether achievement is below, at or above the expected level
- A 5-point scale, where the quality of the student's achievement is expected for students in that year level at the time of reporting, measured against the Curriculum F-10 Achievement Standards in English and Mathematics
- Clearly stated Areas For Improvement linked directly to the Curriculum F-10 Achievement Standards for various learning areas
- Opportunities are provided for students and families to discuss the Progress Reports and Semester Reports with teachers and/or school leaders as required/requested

CURRICULUM AND TEACHING PRACTICE REVIEW

WPS 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 evaluate the impact of introduced initiatives and programs.

Review of School Curriculum

The school's curriculum is continuously reviewed to ensure it aligns with and meets the requirements of the Victorian Curriculum F-10. The WPS Curriculum Team and PLC Leaders oversee this process. Whole-school curriculum documentation is updated on an annual basis to support student needs.

Review of Teacher Practice

Whittlesea Primary School reviews teaching practice annually via:

- The Educational Leaders and Learning Specialists will use information as communicated and expected from the Department of Education and the VCAA
- The Educational Leaders and Learning Specialists will review and assess current Department of Education expectations and research
- The Educational Leaders and Learning Specialists who offer support and reflection through modelling, coaching, and mentoring in relation to planning, pedagogy instructional models, data, and evidence
- 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 plan and evaluate the effect of instructional models and teaching strategies within Learning Communities
- Professional Learning Communities' inquiry cycles focus on particular areas of the curriculum and/or teaching practice. The inquiry cycle provides a formalised research-based approach in which the cycle's pre/post-test data and teacher practice are analysed.
- The Educational Leaders and Learning Specialists will review teaching practice, including WPS Instructional Models through a feedback process that involves all staff and key stakeholders.

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
- Reporting Student Achievement and Progress Foundation to 10

This Curriculum Framework should be read alongside our whole school:

- Digital Learning Policy
- Homework Policy
- Inclusion and Diversity Policy

- Student Wellbeing and Engagement Policy
- Statement of Values & School Philosophy Policy

COMMUNICATION

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

- Available publicly on our school's website
- Referenced in the staff induction process
- Discussed at staff briefings/meetings, as required
- Discussed at parent information nights/sessions, as required
- Included as annual reference in school newsletter, as required
- Made available in hard copy from a Principal class member, upon request

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	April 2025
Approved by	Kaylene Kubeil (Principal)
Next scheduled review date	April 2028