

CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Topirum 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 / lesson curriculum plans.

OVERVIEW

Topirum 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.

Topirum 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](#)

Topirum Primary School aims to:

Topirum Primary School's mission is to offer students a well-rounded educational experience that prepares them with the academic, social and emotional skills to succeed in life. The school vision is to teach our students to become confident and creative young people, who pursue their passions and strive for excellence. They will have an inquiring mind and be empowered to become engaged citizens who contribute positively to society. The teaching and learning approach is underpinned by the TPS Instructional Teaching Model, which incorporates the pedagogical approach and the Professional Learning Communities (PLCs) approach.

Curriculum planning and delivery is based on the Victorian Curriculum Levels F-10 (inclusive of Levels A-D) and is differentiated by teachers to meet the learning needs of their students.

Curriculum planning, delivery and assessment is done within the PLC framework. Curriculum areas are also taught and covered through the school's inquiry learning approach. This includes discovery learning prep-grade 1, which is a play-based approach, and inquiry learning grades 3-6, which is an inquiry project-based approach. Students are taught to inquire on significant issues and topics, be creative in their learning and ask probing questions. They are scaffolded to be independent learners as well as collaborate with others. Students are supported to 'take action' as a phase of the inquiry approach, which promotes real-life engagement with their community.

Digital learning is embedded in all curriculum areas, enabling students to learn how digital technologies can support and extend their learning. The specialist program provides further opportunities for students to identify their passions and excel at school. The school will offer a comprehensive wellbeing approach and support student social and emotional learning. It is expected the school will have a high proportion of students with English as an additional language (EAL). The school will provide specific support to these students through specialist EAL teaching and supports for classroom instruction.

IMPLEMENTATION

Topirum Primary School has developed a program that ensures all the learning areas are substantially address across the year levels and bands of schooling:

Our F – Year 1 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- The discovery learning program drawing on the other curriculum areas including:
 - o Humanities
 - o Technologies (digital and design)
 - o Languages (to commence in 2025)

The Year 2-4 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- The inquiry approach program (History, Geography, Civics and Citizenship, Humanities, Science Technology) across the two-year band)
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band
- A Languages Program (to commence in 2025)

The Year 5-6 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, including inter-school sport
- An inquiry approach Program (History, Geography, Civics and Citizenship, Humanities, Science Technology) across the two-year band)
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band

- A Languages Program (to commence in 2025)

LANGUAGE PROVISION

Topirum Primary School will seek an exemption from delivering Language in its first year of operation while it consults the school community as to the language to be taught in future years.

PEDAGOGY

The pedagogical approach at Topirum Primary School:

The principal and school leadership will regularly reflect on the staff and school values to create a positive culture of learning, accountability and support.

Model and implement the 5 school-based principles:

- We are a student-centred school
- We are an inclusive school
- We are aspirational for all of our students
- We are holistic in our educational approach
- We are contemporary in our practices

Model and implement the following staff-based principles:

- Be professional
- Be open to learning
- Be collaborative
- Be reflective
- Be yourself

The PLC approach is a key driver of teacher practice and improvement. As part of this, each term, each PLC undertakes a 'cycle of inquiry' into their practice to improve teaching and learning student outcomes.

Twice weekly staff meetings prioritise professional learning for teacher practice improvement and curriculum development.

All graduate teachers are provided a mentor, and support to complete VIT registration.

Coaching, mentoring and peer observations will be a significant strategy to develop teacher expertise. School leaders will be trained in coaching skills and offer coaching to others. There will a peer observation protocol for teachers to engage in across the year, focusing on priority curriculum areas i.e. Reader's Workshop Model.

All staff undertake the DET Performance and Development process in which goals are explicitly aligned with the school's Annual Implementation Plan, School Strategic Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

A whole school Professional Learning Plan will be done for the school year, highlighting key professional learning, supports (internal and external), and budget considerations.

The Professional Learning Community (PLC) leader of each year level, in collaboration with the Learning Specialist, discuss and plan the curriculum areas to be taught as part of the PLC planning process for that year level. PLCs have a planning day at the end of each term to plan the curriculum area content, including learning intentions and success criteria, for the following term.

The specialist teachers also operate as a PLC, and work closely with the Learning Specialist to plan and deliver their curriculum areas.

The Assistant Principal and Leading Teacher- Curriculum, reviews the whole school curriculum plan to ensure curriculum areas are taught according to the Victorian Curriculum.

For discovery learning, prep-grade 1, the inquiry planner details how curriculum areas are taught across the year.

For inquiry learning grades 2-6, there is a Scope and Sequence Planner for curriculum areas.

Specialist teaching areas provide their curriculum documentation to the Leading Teacher for review.

Whole school curriculum planning is reviewed to ensure the Victorian Curriculum is taught as prescribed at each year level.

This includes cross-referencing the curriculum plan with teacher work programs. There is audit against the whole school curriculum plan. Teacher induction at the start of the year reviews the Teaching and Learning requirements and expectations across the year.

The whole school plan is reviewed in line with the Annual Implementation Plan (AIP) for the year and the School Strategic Plan (SSP), as part of the School Improvement Team (SIT) process.

ASSESSMENT

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

Students at Topirum 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 Topirum 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.
- Topirum 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

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

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.

- Topirum 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).
- Topirum 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

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	<p>Whole school curriculum planning is reviewed to ensure the Victorian Curriculum is taught as prescribed at each year level.</p> <p>This includes cross-referencing the curriculum plan with teacher work programs. There is audit against the whole school curriculum plan. Teacher induction at the start of the year reviews the Teaching and Learning requirements and expectations across the year.</p> <p>The whole school plan is reviewed in line with the Annual Implementation Plan (AIP) for the year and the School Strategic Plan (SSP), as part of the School Improvement Team (SIT) process.</p>	<ul style="list-style-type: none"> Principal Assistant Principal Leading Teacher-Curriculum SIT Team 	<ul style="list-style-type: none"> Twice a term as part of the SIT team. Teacher induction at the start of the year. Work program audit- term 1 Updates and review of whole school plan- term 4, for the following year.
Curriculum Areas	<p>The Assistant Principal and Leading Teacher- Curriculum, reviews the whole school curriculum plan to ensure curriculum areas are taught according to the Victorian Curriculum.</p> <p>For Discovery Learning, prep-grade 2, the inquiry planner details how curriculum areas are taught across the year.</p> <p>For inquiry learning grades 3-6, there is a Scope and Sequence Planner for curriculum areas.</p> <p>Specialist teaching areas provide their curriculum documentation to the Leading Teacher for review.</p>	<ul style="list-style-type: none"> Assistant Principal Leading Teacher-Curriculum 	Meets twice a term to review.
Year levels	<p>The Professional Learning Community (PLC) leader of each year level, in collaboration with the Learning Specialist, discuss and plan the curriculum areas to be taught as part of the PLC planning process for that year level. PLCs have a planning day at the end of each term to plan the curriculum area content, including learning intentions and success criteria, for the following term.</p> <p>The specialist teachers also operate as a PLC, and work closely with the Learning Specialist to plan and deliver their curriculum areas.</p>	<ul style="list-style-type: none"> Learning Specialists PLC-Leaders Teachers within the PLC 	<ul style="list-style-type: none"> PLCs have a double (100 minute) PLC planning session weekly. The PLC-Leader meets with Learning Specialist weekly to plan PLC meetings. Once a term, the PLC has 6 sessions (300 minutes) to plan the curriculum overview for the following term.
Units and lessons	<p>Each curriculum area i.e. Reading, Maths, inquiry etc. has a planning template which teachers as part of their PLC use to plan the teaching of the curriculum on a weekly/daily basis.</p> <p>This is consistent across the school and references the Instructional Teaching Model i.e. setting learning intentions, success criteria, embedded learning, reflection and feedback.</p> <p>The planning template also requires teachers to plan for differentiation i.e. above, at and below expected levels; meeting the needs of EAL learners and other cohorts i.e. PSD, ATSI</p>	Teachers within the PLC	<ul style="list-style-type: none"> PLCs have a double (100 minute) PLC planning session weekly. The PLC-Leader meets with Learning Specialist weekly to plan PLC meetings. Once a term, the PLC has 6 sessions (300 minutes) to plan the curriculum overview for the following term. Teachers also have individual 'related work' time to do unit and lesson planning, either individually or collaboratively.
		<ul style="list-style-type: none"> Principal Assistant Principal Leading Teacher-Curriculum SIT Team 	<ul style="list-style-type: none"> Twice a term as part of the SIT team. The professional Learning Plan is done as part of the budget process in term 3 and 4, for the following year.

REVIEW OF TEACHING PRACTICE

Topirum 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	January, 2024
Approved by	Principal
Next scheduled review date	January, 2028