CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Heatherhill 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 of student performance, and when and how we report to parents.

OVERVIEW

Heatherhill 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.

Heatherhill 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
  - Strengthened approach to Holocaust education.

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

innovative curriculum 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 their endeavours. At Heatherhill Primary School our 21st century 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 allows 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 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, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Heatherhill Primary School implements the eight learning areas and four capabilities of the Victorian Curriculum.

The design of the Victorian Curriculum F-10 is set out below:

LEARNING AREAS			CAPABILITIES
The ARTS • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication • Design	**The HUMANITIES** • Civics and Citizenship • Economics and Business • Geography • History **TECHNOLOGIES** • Design and Technologies • Digital Technologies	ENGLISH LANGUAGES HEALTH/PHYSICAL EDUCATION MATHEMATICS SCIENCE	Critical and Creative Thinking Ethical Intercultural Personal and Social

At Heatherhill Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into 50-minute sessions. The Humanities, Technologies and Science are integrated with English and Mathematics (where relevant) through inquiry. This ensures learning is purposeful, in context and is relevant for students. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	500 minutes
Mathematics	300 minutes
Inquiry – (The Humanities, Science, Technologies, English and Maths)	500 minutes
The Arts	100 minutes
Health and physical education	50 minutes
Languages	50 minutes
Total	**1500 minutes**

Language provision

Heatherhill Primary School will deliver Italian as a Language, based on the Department of Education and Training's provision for language in schools. The school has a native Italian-speaking teacher.

Pedagogy

The pedagogical approach at Heatherhill Primary School is delivered through highly effective learning and teaching underpinned by best practice. Students learn to make sense of their world and beyond through inquiry. Inquiry provides the context for students to build their knowledge of concepts so they can apply and transfer their learning to different situations. Students are encouraged to make decisions about their learning as they become independent and self-regulated learners.

Assessment

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

Students at Heatherhill 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.

Heatherhill Primary School has an Assessment Schedule to guide teachers in planning, assessing, and monitoring student learning and progress:

- Teachers at Heatherhill 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 school's 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.

- Heatherhill 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, teachers will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that teachers can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

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

- Heatherhill 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, either the [EAL Companion to the AusVELS](#) or 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).
- Heatherhill 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 for where required.

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.

Review and Planning	Process and data used	Responsibility	Timeframe
Whole school	Whole School Professional Learning with a focus on data: • NAPLAN Benchmark Growth • Student Achievement Data • Annual Implementation Plan – writing of goals, monitoring and assessment • Staff Opinion Survey • Student Attitude to School Survey Data • Parent Opinion Data	Leadership School Improvement Team All teachers	Semester One Semester Two
Curriculum Areas	Whole school professional learning aligned to the School Strategic Plan and Annual Implementation Plan School Improvement Team Meetings Year Level Team Planning	Leadership School Improvement Team All teachers	Weekly
Year levels	Use of student data to inform weekly team planning Implementation of the whole school Assessment Schedule Student Achievement Data Show Presentations (each semester) Use student data to determine support or extension and the writing of Individual Education Plans and Student Leaning Contracts.	Team Leader Teaching Teams Leadership	
Units and lessons			

Professional Learning Communities (PLC)

Heatherhill Primary School is a professional learning community and creates 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.

A professional learning community supports teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Heatherhill Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with the achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

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)

POLICY REVIEW AND APPROVAL	
Policy last reviewed	September 2020
Approved by	Principal
Next scheduled review date	November 2023