



Curriculum Framework POLICY

Rationale

Schools apply Victorian Curriculum expectations to develop and provide education programs that are meaningful for students. ADPS is committed to providing a dynamic learning environment that engages and inspires students to be life-long learners. A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are taken into account underpinned by the values of respect and responsibility.

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Our vision and purpose for the curriculum is to guide educators in a collective effort with families toward the achievement of children whom:

- have a strong sense of identity and belonging
- have a strong sense of wellbeing
- are confident and involved learners
- are good citizen

Aims

- To encourage all students at Allansford and District Primary School to strive for excellence by providing them with quality teaching and learning programs.
- To explain course content, teaching approaches and the effective use of facilities and resources.
- To set expectations for the development of curriculum plans based on Department guidelines, assessment data and needs of our students.

Scope

This policy covers information relevant to:

- Victorian Curriculum
- Victorian Early Years Developmental Framework
- Guaranteed and Viable Curriculum
- Teaching and learning at Allansford and District Primary School
- Curriculum Planning
- Student Engagement and Wellbeing
- Framework for Improving Student Outcomes

Definitions:

- *Curriculum*: the subjects comprising a course of study in a school.
- *Victorian Curriculum*: The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling.
- *Victorian Early Years Developmental Framework*: The Victorian Early Years Development promotes children’s learning and development from birth to age 8.
- *Guaranteed and Viable Curriculum*: A guaranteed, and viable curriculum ensures that all students have an equal opportunity to learn

This policy works together with the Allansford and District Primary School’s Instructional Model and other relevant policies.

The Victorian Early Years Developmental Framework (VEYDF) promotes children’s learning and development from birth to age 8. The VEYDF focuses on the children’s health and wellbeing whilst working towards assisting children towards the 5 outcomes.

Curriculum Guidelines

The principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the principal in developing curriculum delivery and programs.

Professional Learning Teams are formed annually to develop specific curriculum plans for their learning areas. The school will ensure that teams have a budget to support curriculum programs. The budget is formulated by the Principal, Leadership, teaching staff and the Business Manager. This is discussed and recommended by Finance Subcommittee for approval by School Council. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year to ensure that resources are effectively used.

The ADPS School Strategic Plan (SSP) is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities. The ADPS Annual Implementation Plan (AIP) outlines one-year goals that are steps towards achieving the broader targets set in the strategic plan.

The AIP also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its strategic plan. Each term, PLT's will produce a curriculum planning document detailing the learning focuses of the term. Weekly PLT meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation.

Leadership will ensure the Victorian Curriculum scope and sequence and curriculum coverage is monitored across the school. The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development and common documentation.

All staff are a part of our Professional Learning Communities (PLC) that focus on priority capacity building, that is facilitated by both internal staff and external providers.

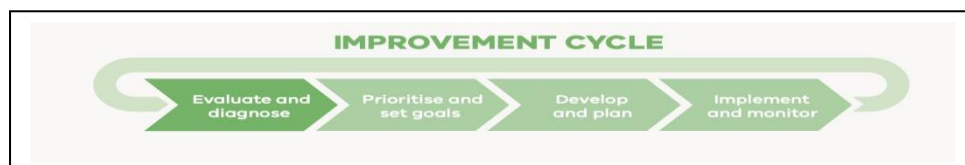
A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials that do not offend students and the wider community. A range of DET programs will support curriculum delivery in the school. These may include English as an Additional Language (EAL), Literacy Support, EAL New Arrivals Program, and the Program for Students with Disabilities.

An assessment schedule is documented, implemented and revised annually to support assessment of student learning. The school will offer excursions and incursions to complement the curriculum. Other experiences, such as camps, sporting programs and leadership courses will also be offered. Special school events and days will be celebrated at the school to enhance curriculum programs, for example, Education Week and Book Week.

Implementation

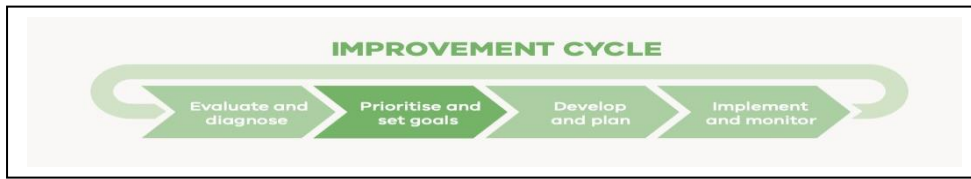
Evaluate and diagnose

- 1 Assess student learning needs
- 2 Evaluate your current teaching and learning program



Prioritise and set goals

- 1 Set goals for student learning growth
- 2 Prioritise actions that will have the largest impact on student learning



Develop and plan

- 1 Undertake curriculum planning across the school
- 2 Document your curriculum plans



Implement and monitor

- 1 | Implement an integrated approach to curriculum, pedagogy and assessment
- 2 | Monitor and adapt the teaching and learning program



The Framework for Improving Student Outcomes (FISO) Implementation Guides describe the professional practices of effective implementation within the improvement cycle. This includes identifying the education challenges where efforts will be prioritised, planning for how the prioritised challenges will be addressed, identifying and celebrating what is working, and adapting when barriers are encountered, or changes occur. The school will implement the Framework for Improving Outcomes (FISO) – a model for continuous school improvement. The “Improvement Cycle’ is a key component of our teaching and learning.

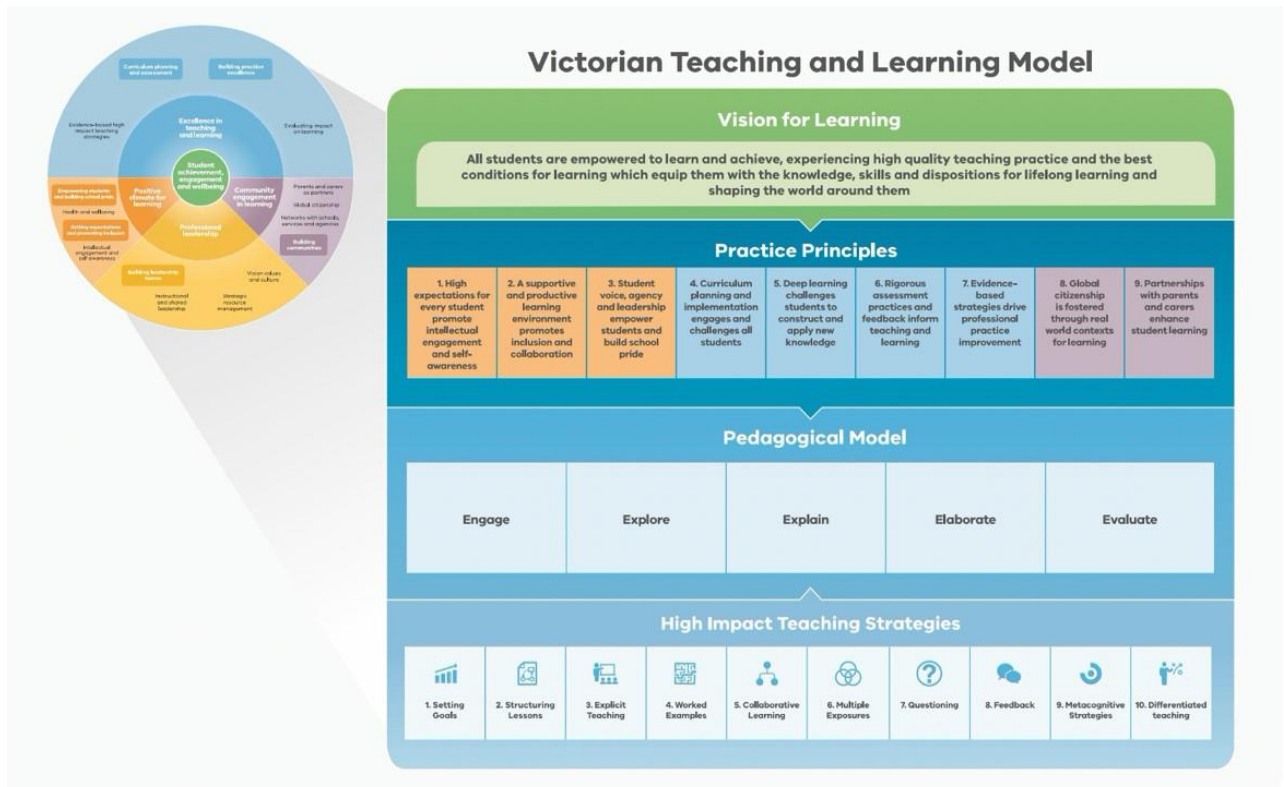
The Victorian Teaching and Learning Model (VTLM) consists of four components

A [vision for learning](#) helps create a unified set of values and beliefs to drive a high performance learning culture.

The [practice principles](#) for excellence in teaching and learning (practice principles) are nine signature pedagogies which make the difference in improving student achievement and motivation.

The [pedagogical model](#) describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.

The [high impact teaching strategies](#) (HITS) are ten instructional practices that reliably increase student learning wherever they are applied.



The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It includes knowledge and skills, which are organised under eight **learning areas** and four **capabilities**. The capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas but are not fully defined by any of the learning areas.

Incorporating the Australian Curriculum, it reflects Victorian standards and priorities and is the curriculum for all Victorian government schools.

- The Victorian Curriculum F–10 includes opportunities for students to learn about the **cross-curriculum priorities** of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. These are embedded in the relevant curriculum areas of the Victorian Curriculum F–10
- All Victorian government schools must provide students with access to the deep content set out in the Victorian Curriculum F–10, and report against the achievement standards. Schools have considerable flexibility to design a teaching and learning program that develops areas of specialisation and innovation in ways that reflect and use local resources, expertise and contexts, while also providing the content set out in the Victorian Curriculum F–10 and enabling the reporting of progress against the achievement standards.

The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining teaching and learning processes and subject allocations. To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

The school will implement evidence-based Literacy (at least 10 hours per week) and Numeracy (at least 5 hours per week) teaching and learning with a consistent approach across the school. The school will adopt a specialist program to include Japanese, STEAM (Science Technology Engineering Mathematics) and Music at least 1 hour per week.

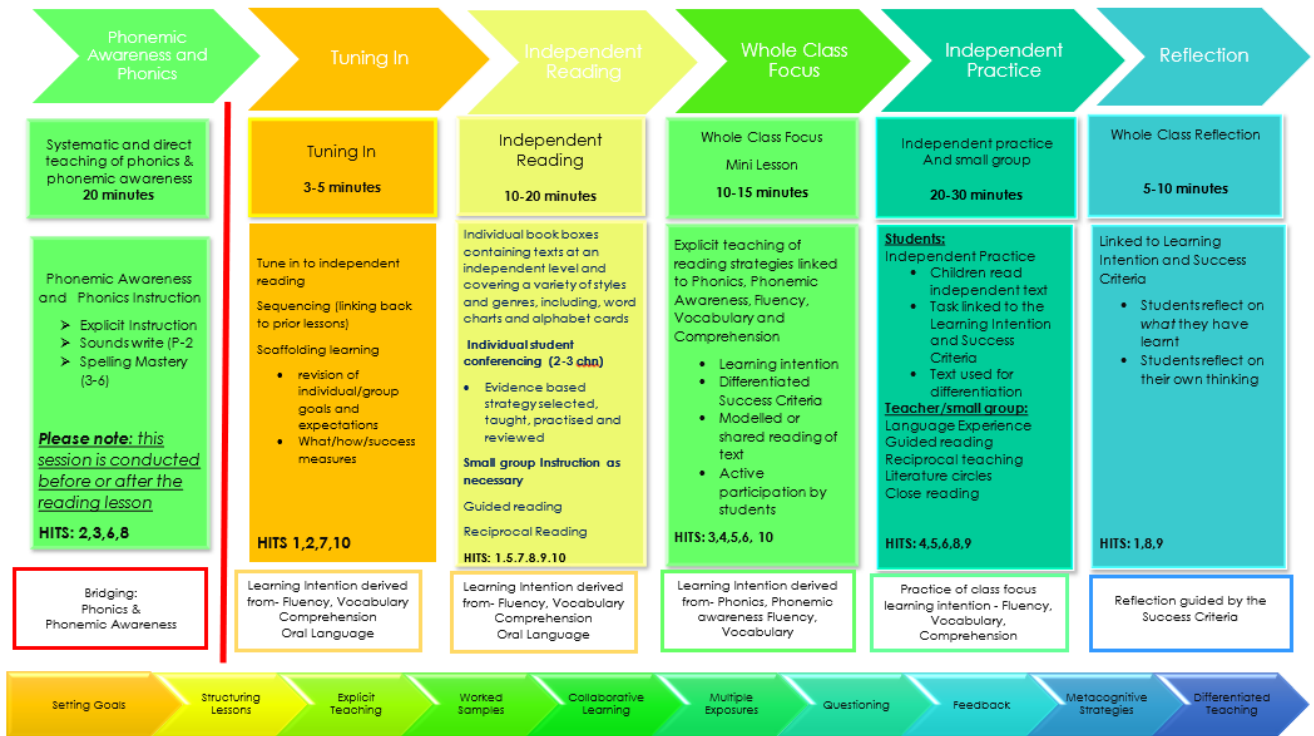
The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) – where required, will continue to be implemented. The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET’s School Policy & Advisory Guide ‘Using Digital Technologies to Support Learning and Teaching’ and the school’s own endorsed policy.

In developing its Curriculum Plan, the school will provide 25 hours of student instruction per week

DOMAIN	HOURS PER WEEK
English	2 hours per day (10 per week)
Mathematics	1 hour per day (5 per week)
Inquiry Learning	(5 per week)
LOTE	Specialist (1 per week)
Arts / Sing	Specialist (1 per week)
Technology	Specialist (1 hour per week)
PE / Health	(2 hour per week)

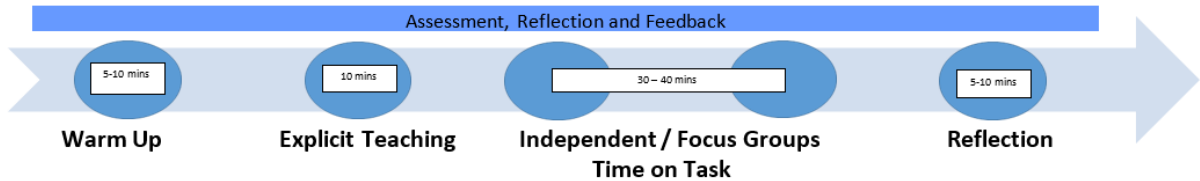
Staff will implement the agreed Literacy and Numeracy Instructional models.

Allansford and District Primary School Reading Instructional Model



Non-negotiables: All aspects of the above model are to be covered daily (5 hours per week) All students work with the **class teacher** twice per week (2 small grp or 1 conference & 1 small grp)
 Reading planners to reflect the Allansford and District Instructional Model for reading
 Documentation: Daily anecdotal notes taken for all conferencing and small group instruction (formative assessment) including timely running records where appropriate

Allansford & District Primary School Instructional Model: Numeracy



STRUCTURE OF THE NUMERACY LESSON	Proficiencies	Teaching Strategies	What is the role of the Teacher?	What is the role of the students?
5-10 minutes WARMUP Build up a bank of activities that your class know how to play. Can be the same all week, using different number concepts	<ul style="list-style-type: none"> Fluency Understanding Reasoning Problem Solving 	You do it together: Collaborative Learning <ul style="list-style-type: none"> Open ended task Fluency Differentiated 	<ul style="list-style-type: none"> Introduce warm up Explicitly teach game / rules / fishbowl Monitor / roam Creating a numeracy mindset 	<ul style="list-style-type: none"> Play / Engage in the activity Challenge each other – depending on warm up Support each other Work cooperatively
10 minutes EXPLICIT TEACHING	<ul style="list-style-type: none"> Fluency Understanding Reasoning Problem Solving 	I do it: Direct Instruction <ul style="list-style-type: none"> Learning Intention Success Criteria Modelled Revise prior knowledge 	<ul style="list-style-type: none"> Explicitly teach the concept / idea Revise content / lesson Introduce vocabulary / anchor charts Model using materials Think Aloud Make connections between math's and the real world 	<ul style="list-style-type: none"> Active listening Observing Ask clarifying questions Engage Understanding the connection to Learning Intentions and Success Criteria
30-40 minutes INDEPENDENT / FOCUS GROUPS Time On Task Depending on the year level, the amount of Time on Task may vary. For example, prep children may do two short activities within the independent / Focus Group Time. Short segments of explicit teaching and reflective strategies may be interspersed during the Independent Time on Task.	<ul style="list-style-type: none"> Fluency Understanding Reasoning Problem Solving 	We do it: Guided Instruction <ul style="list-style-type: none"> Guided Groups – not just support groups Evidence based fluid Groups Does not have to directly relate to whole class activity Modelled You do it independently: Independent Practice <ul style="list-style-type: none"> Identify student's point of need Students work independently You do it together: Collaborative Learning <ul style="list-style-type: none"> Differentiation Open-ended Ability based groups / pairs Friendship / peer groups Strategic grouping Collaboration 	<ul style="list-style-type: none"> Explicitly teach concepts within small groups / revision / reflection Support / extend students Initiate discussions Model using materials Think Aloud Make connections between math's and real world Scaffolding 	<ul style="list-style-type: none"> Ask and respond to questions Justify thinking and processes Practice skill / concepts Engage in session alongside the teacher and peers Completes the process alongside others Stay on task Works alone, in pairs or small groups / collaboration Persevere on the task Uses prior learning to assist in completing task Takes full responsibility for outcomes, Looks to peers for clarification Take risks / have a go / Growth Mind Set Time to practice Develop metacognitive skills
5-10 minutes REFLECTION This can be done during the session to reflect. Give students time to share strategies or self-regulate before the end of the lesson.	<ul style="list-style-type: none"> Understanding Reasoning 	You do it together: Collaborative Learning <ul style="list-style-type: none"> Reflection Success Criteria Rich questioning 	<ul style="list-style-type: none"> Link back to Learning Intention / Success Criteria Give feedback / evaluation Ask rich questions Develop metacognitive strategies 	<ul style="list-style-type: none"> Reflect / evaluate Sharing ideas / strategies / learning Growth Mind Set / Learning Pit Using language linked to focus Develop metacognitive strategies Where to next / setting goals

STUDENT ENGAGEMENT AND WELLBEING

ADPS will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences through the implementation of the ADPS Engagement and Wellbeing policy
- providing a flexible, relevant, inclusive and appropriate curriculum
- supporting student developmental needs within the Victorian stages of schooling.

STUDENTS WITH DISABILITIES

The Department of Education and Training and ADPS is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. ADPS will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

KOORIE EDUCATION

ADPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via access the KESOs through the local network office.
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

TEACHING PRACTICE REVIEW

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.

The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

PROFESSIONAL DEVELOPMENT

In **education**, the term **professional development** may be used in reference to a wide variety of specialised training, formal **education**, or advanced **professional** learning intended to help administrators, **teachers**, and other educators improve their **professional** knowledge, competence, skill, and effectiveness.

At ADPS staff engage in professional development through the provision of.

- Principal
- Learning Specialists
- Targeted PD
- Professional Learning Communities (PLC)
- Professional Learning Teams (PLT)
- Approved Planning Time (APT)

- Professional Readings
- Coaching
- Observations
- Student Feedback

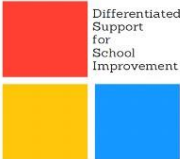
STUDENT LEARNING OUTCOMES

The school’s Strategic Plan will set out the school’s direction, goals, targets and key strategies for improvement. The school’s Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12-month targets. An Annual Report will provide the community with information about the school’s performance in implementing improvement strategies and how resources have been used. Data plays a key part in the ongoing school improvement process.

WHOLE SCHOOL TARGETS

Each student will achieve a minimum of 12 months growth in Literacy and Numeracy.

- Mastery of Initial Code by the end of Foundation
(Based on administration of the SW Initial Code Diagnostic Assessment)
- Mastery of Extended Code by the end of Year 2
(Based on administration of the SW Extended Code Diagnostic Assessment)
- Fluently read RR Instructional level 3 / F&P Level B by the end of Semester 1 - Foundation
- Fluently read RR Instructional level 5 / F&P Level D by the end of Foundation
- Fluently read RR Instructional level 13/ F&P Level H by the end of Semester 1 – Year 1
- Fluently read RR Instructional level 17/ F&P Level J by the end of Year 1
- Fluently read RR Instructional level 21/ F&P Level L by the end of Semester 1 – Year 2
- Fluently read RR Instructional level 22/F&P Level M by the end of Year 2
- Fluently read RR Instructional level 24/F&P Level O by the end of Semester 1 – Year 3
- Fluently read RR Instructional level 25/F&P Level P by the end of Year 3

		<h2 style="text-align: center;">Fountas & Pinnell, PM Benchmark and Victorian Curriculum Alignment</h2>																									
Fountas & Pinnell Levels	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
PM Levels	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21	22	23	24	25	26	27	28	29	30	30+					
Colours																											
Year Level	Prep		One					Two			Three			Four		Five		Six		Seven							
Vic Curric Levels	0.5	F	F.5			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5										

DATA COLLECTION

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (e.g., NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmarks Assessment, Fountas and Pinnell Assessment, PAT Reading - Maths)

The School Leadership team/teaching staff will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

Staff will monitor student growth and progress through the implementation and review of the assessment schedule.

Assessment Schedule		Term 1	Term 2	Term 3	Term 4
Literacy	1	English On-Line Testing (F)		MAGIC Words - F-2	MAGIC Words - F-2
	2	Fountess & Pinnell Benchmarking	MAGIC Words - F-2	Fountess & Pinnell Benchmarking	
	3	MAGIC Words - F-2	NAPLAN - Year 3 & 5		PAT Reading Comprehension (October)
	4		Single Word Spelling Test		Single Word Spelling Test
	5	Cold Write (Baseline + Term1)	Cold Write	Cold Write	Cold Write
Numeracy	1	Numeracy On-Line Testing (F)			
	2				PAT Maths 4th Edition (October)
	3	Booker Assessment	Booker Assessment	Booker Assessment	Booker Assessment

DATA ANALYSIS

All teaching staff will implement the school’s assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level. The leadership team will work with teachers to promote data literacy, ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School’s Strategic Plan and Annual Implementation Plan. Data will also be used to determine student support options including those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

DATA AND ACHIEVEMENT REPORTING

Data will be reported in different ways according to the audience.

For students

- Feedback will be given about current learning and areas for future learning.
- This will be done through student/teacher conferences and setting learning goals.
- The more immediate the feedback, the greater the impact.

For staff

- Both informal and formal data will be used to inform planning and teaching on both a short- and long-term basis.
- Trend data will also provide relevant information about the school’s continuous improvement journey.

For parents

- Student reports, parent/teacher meetings and SSG meetings will provide an opportunity for teachers to provide feedback regarding student achievement.
- They will also provide the opportunity for parents to contribute to learning plans and goals.

For community

- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle or earlier if necessary due to changes in guidelines.

This policy was last ratified by School Council in....

December 2021