Foster Primary School

Curriculum Framework

PURPOSE

The purpose of this framework is to outline Foster 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.

This curriculum framework should be read alongside our whole school scope and sequence, year level and unit / lesson curriculum plans.

OVERVIEW

Foster 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.

Foster 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

Foster Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

POLICY

Foster Primary School implements it's curriculum in line with DET expectations. The school delivers a comprehensive academic program that involves all curriculum areas that are set out by the VCAA. The school has specialist areas including music, physical education, visual arts and science.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science across F-6 all year.
- All students undertake all Humanities disciplines appropriate to their learning level.
- All students undertake all technology disciplines (design and technologies, digital technologies)

At Foster Primary School, class time is structured into a weekly timetable, with 5 hours 10 minutes hours of learning per day, broken into 60 minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	600
Mathematics	300
Sciences	60
The arts	60
Health and physical education	180
Languages	Exempt
Humanities	240
Information and communication technology, and design and technology	60
Total	1500

Language provision

Foster Primary School is exempt from providing a language program due to issues sourcing an appropriately qualified person to deliver a program.

Pedagogy

The pedagogical approach at Foster Primary School is that ”everyone can learn to learn”. At our school we value an inclusive education that values each and every child’s education regardless of race, gender, socio-economic background, sexuality and disability. Teachers at Foster Primary School are expected to deliver all areas of the Victorian Curriculum to provide our students with a breadth of experiences. Our staff are expected to follow our Instructional Model ’I Do, We Do, You Do’ which also supports our guaranteed and viable curriculum.

Our school has built a professional learning community to ensure sustainable growth in student outcomes and build teacher capacity. Data drives all student learning through our professional learning community (PLC) approach. Data is analysed regularly by teachers in their PLCs aligned with the Foster Primary School assessment schedule. A range of student assessments and reporting activities inform and support student learning. We analyse school performance data including student, staff and parent surveys and use this to reflect on and improve our school.

The school has developed a structured approach to curriculum planning within the school on curriculum development common documentation, common language and understanding of the whole school curriculum by teachers, parents and students.

In line with FISO 2.0 we have a focus on student wellbeing. Foster Primary School wellbeing initiatives include; a wellbeing team (SSS, in school wellbeing support, Occupational Therapist, Therapy Dog), Respectful Relationships program. School Values (Be Caring, Be Respectful, Be Safe, Be a Learner), Challenging Learning strategies, School Wide Positive Behaviour initiative, Breakfast Club, SPPIKE (Aboriginal initiative), Student voice initiatives (junior school council, early act) and commitment to Child Safety Standards. These support and build the wellbeing of our whole school community.

Assessment

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

Students at Foster 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.

Foster Primary School uses a range of assessment strategies to determine student growth and future teaching opportunities. This includes pre and post testing, formative assessment DET directed assessment as well as a range of third party formative and summative assessments eg: essential assessments and PAT testing.

Teachers are expected to triangulate data in the platform SPA to ascertain learning growth and areas of intervention. This data is taken back to PLC for moderation and to find commonality. It is expected that teaching staff give

feedback to students regularly and to parents through the Compass portal at least four times per semester. This information is also discussed in a formal three way conversation bi-annually. At Foster Primary School:

- Teachers at Foster 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.
- Foster 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 and students at high risk 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

Foster Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Foster 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 Foster Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress 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.

- *Foster Primary School will report directly against the Victorian Curriculum F-10 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.

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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Leadership team reviews all DET data and internal	Leadership Team	Once per term

	school data using Panorama, SIPS and Teacher PDPs progress. Leadership use the PLC framework to review all data and draw conclusions often using appropriate protocols. There is also a termly check in regarding school progress on goals.		
Year levels	PLC process is used to constantly review data that is both internal and external, this may include NAPLAN, teacher generated assessment or third party assessments.	PLC Groups	Weekly
Units and lessons	PLC process is used to constantly review data that is both internal and external, this may include NAPLAN, teacher generated assessment or third party assessments.	PLC Groups	Weekly

Professional Learning Communities (PLC)

Foster Primary School uses PLCs to create 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.

PLCs help our 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 Foster Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with 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.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- 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	23 November 2022
Approved by	Principal
Next scheduled review date	Before term 4, 2026