



CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9546 9210.

CURRICULUM:

The curriculum is a statement of the purpose of schooling. It is the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship. As such, the curriculum is the foundation of schools' teaching and learning programs which are the school-based plans for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. There is a distinction between the curriculum and a school's teaching and learning program.

RATIONALE:

The core purpose of Harrisfield Primary School, as defined in the Strategic Plan and Vision Statement: Harrisfield Primary School strives to develop the personal and interpersonal skills of every student to enable them to become active participants in their global community. Our contribution to their learning journey will build the foundations for them to be innovative thinkers and lifelong learners, prepared to face the challenges of an ever changing society. To achieve this, staff work in a collaborative and collective manner, focusing on students' achievements to inform teaching and learning programs that are sequential, engaging and inclusive. The school is committed to a holistic approach to the growth of each student and seeks to develop respectful, empathetic and determined students who demonstrate independence, creativity and strong social values.

AIMS:

- To support the school's values, mission and philosophy.
- To ensure students and their needs are at the centre of curriculum planning and delivery.
- To develop and publish a whole-school curriculum plan that documents the teaching and learning program.
- To define the curriculum content for each year level program at each level of whole school, curriculum area, individual year level and units of work making clear what is most important for all students to learn.
- To provide a guaranteed and viable curriculum that defines increasingly complex knowledge, skills and concepts and enables students to develop deep levels of understanding, knowledge and the skills for life-long learning.
- To identify where and what kinds of interventions are necessary to support student learning.
- To enable teachers to identify the point of learning progression of each individual student against the Victorian Curriculum P-10 achievement standards and to plan for the appropriate next steps in learning.
- To provide opportunities for students to give voice to their interests and needs and build their skills to have input into the school's curriculum and effective teacher practice.
- To establish a learning community where continuous improvement is embedded in the school's ethos and culture.

Department of Education Guidelines: Current regulatory curriculum requirements as set by the Victorian Registration and Qualifications Authority (VRQA) state: A framework must be in place for the organisation, implementation and review of a school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas of the Victorian Curriculum P-10 are substantially addressed. Curriculum Framework at the Foundation stage (Prep-Year 2) schools focus on five curriculum areas: English, Mathematics, The Arts, Health and

Physical Education and the Personal and Social Capability. At the Breadth stage (Years 3-8) schools broaden the focus to include each of the curriculum areas with a focus on English, Mathematics and Science.

IMPLEMENTATION:

CURRICULUM

- The Curriculum Plan will be informed by the four year Strategic Plan and Annual Implementation Plans <https://harrisfieldps.vic.edu.au/about-us/#reports>

The Harrisfield Primary Curriculum Framework will be based on the Victorian Curriculum F-10 (<https://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities>) which incorporates all eight Learning areas and four capabilities (see below). Currently the school has an exemption for the AUSLAN Language program due to the unavailability of qualified instructors. All subjects are core and therefore mandatory.

LEARNING AREAS	CAPABILITIES
The Arts: <ul style="list-style-type: none"> • Visual Arts • Dance • Drama • Media Arts • Music • VCD 	Critical and Creative Thinking Ethical Intercultural Personal and Social
English (including EAL-English as an Additional Language)	
Health & Physical Education	
The Humanities: <ul style="list-style-type: none"> • History • Geography • Economics and Business • Civics and Citizenship 	
Languages (exempt 2022)	
Mathematics	
Science	
Technologies: <ul style="list-style-type: none"> • Design and technologies • Digital technologies 	

INSTRUCTION SCHEDULE

- The school will provide a minimum of 25 hours of student instruction per week.
- The time allocations per week : Currently Harrisfield operates on a five period day with each period being 60 minutes (see below)

9.05 - 10.05	10.05 - 11.05	11.40 - 12.40	12.40 - 1.40	2.30 - 3.30
PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5

Daily schedules will be reviewed annually by the Leadership team and CC to remain compliant with Department policies and reflect the needs of Harrisfield Primary School students.

TIME ANALYSIS	
CURRICULUM AREA	TIME (MINS)
ENGLISH	640
MATHEMATICS	360
PHYSICAL EDUCATION /HEALTH	120
SCIENCE	60
THE ARTS (VISUAL)	60
INQUIRY/HUMANITIES (INCLUDING DIGITAL LEARNING)	180
RRRR/WELL-BEING/MINDFULNESS	60
LANGUAGE (EXEMPT 2022)	0
TOTAL	1500

- Specialist programs from Prep to Year 6 will be delivered for Physical Education (2), Visual and Performing Arts, Science and AUSLAN (exempt 2022)
- The Curriculum Plan will outline odd and even year focuses in the Humanities, and will be delivered through an Inquiry model. Capabilities will be addressed in all subject areas.
- The Framework for Improving School Outcomes 2 (FISO2) Curriculum and Planning continuum will be used to evaluate curriculum planning and measure the school's success and progress.
<https://www2.education.vic.gov.au/pal/fiso/policy> , See schedule below

	EVIDENCE	ACTIONED	TIMELINE
Whole school	Professional Learning sessions to analyse data: <ul style="list-style-type: none"> • AIP/SSP • Student Achievement • NAPLAN Benchmark Growth • Essential Assessments • VCOP moderation • Student Attitude to School Survey Data • Parent Opinion / Staff Opinion Survey 	Leadership SIT All teachers	Ongoing
Curriculum Areas	<ul style="list-style-type: none"> • Whole school professional learning aligned to the School Strategic Plan and Annual Implementation Plan • Whole school professional learning Mathematics • SIT meetings • PLC meetings • Curriculum Action Team meetings 	All teachers All teachers Leadership/SIT PLC teams Action Teams	Ongoing Ongoing Weekly Weekly 2 per term
Year levels	Use of student data to: <ul style="list-style-type: none"> • inform weekly team planning • determine students requiring inclusion in intervention 	PLC Leaders/teams	Weekly

	<ul style="list-style-type: none"> • students to be included in extension programs • identify students requiring Individual Education Plans • whole school Assessment Schedule 		
Units and lessons	Scope and Sequence Inquiry Units Lesson Plans – documented in the teacher work program	Action Teams Action Teams Leadership	Annually Planning week Weekly
Teaching Practice	Mathematics Coaching EAL Coaching Peer observation PDP process	Learning Specialist Leading Teacher Principal/Assistant Principal	Ongoing

ORGANISATIONAL / LEADERSHIP

- The school Leadership Team, consisting of the Principal, Assistant Principal and Leading Teacher meet weekly to monitor whole school data and identify potential curriculum areas that require focus; and monitor the evidence of impact outlined in the Annual Implementation Plan (AIP) of the teaching program on student outcomes.
- The School Improvement Team (SIT) meets weekly to monitor whole school data and identify potential curriculum areas that require additional focus; and monitor the evidence of impact outlined in the Annual Implementation Plan (AIP) of the teaching program on student outcomes.

PERFORMANCE AND DEVELOPMENT

- The identified curriculum focus areas as identified in the AIP will be aligned to the staff Performance and Development process.

PROFESSIONAL LEARNING COMMUNITIES

- A Professional Learning Community approach is being used to engage teams of teachers in developing, implementing and reviewing the teaching and learning program.
- Teaching teams meet formally twice each week to share pedagogical content knowledge about curriculum and plan content-specific instruction to meet the needs of a cohort of students or individual students.
- The Instructional Coaches and Learning Specialist guide and participate in PLC meetings to facilitate coherent and sequential programs across the school. School developed unit and work program templates are used.

ASSESSMENT AND REPORTING

- The focus of teaching and learning is on students' point of need and teachers use formative assessments (PMD - post monitoring data) to identify gaps in students' learning and to monitor the progress of each student.
- Further consistency is achieved through regular analysis and moderation of assessment data by teaching teams. Data analysed includes, but is not limited to, NAPLAN, teacher judgments based on learning outcomes in the Victorian Curriculum P-10, surveys completed by staff, students and parents, formalised school testing including PM Benchmark Reading assessments, Essential Assessments, PAT-M, PAT-R, TORCH, VCOP COLD Writes, teacher developed PMD (progress monitoring data), exit slips and student work samples. <https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>

- Student achievement is reported against the learning achievement standards set out in the Victorian Curriculum P-10. <https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy>
- Student reporting occurs in written format twice a year in June and December. Parent Information sessions are conducted in February and formal Student-Parent-Teacher conferences occur once a year in July. Bookings are made via the COMPASS app. Interpreters are provided upon request.
- Student written reports are provided to parents on both achievement and progress using a 5 point scale clearly indicating whether a student is at level, 6 months, one year ahead or behind the expected level for students at the time of reporting. Students identified as being assessed against the EAL Continuum receive written reports that reflect their progress against the EAL Continuum. Students who are on the program for Students with Disabilities (PSD) receive a written report which is measured against their long and short term goals indicating achievement and effort.
- Student learning outcomes data will be reported in the Annual Report to the School Community. <https://harrisfieldps.vic.edu.au/about-us/#reports>

SUPPORT

- Additional support programs such as Tutor Learning Program (TLP) and Intervention are provided
- Individual Education Plans (IEP) are prepared for students funded under the Program for Students with Disabilities (PSD), students in 'Out Of Home Care', Koorie students and those who are assessed as A, D and E against the Victorian Curriculum P-10. Students with specific emotional needs may also have an IEP which does focus on their social and emotional needs.
- Student engagement is enhanced through programs such as Science, Visual and Performing Arts, Physical Education, and is supported through additional programs initiated and facilitated by the Primary Welfare Officer and Chaplain.

PROFESSIONAL LEARNING

- The staff participate in targeted, ongoing professional learning to ensure curriculum remains current and best practice is used for planning, teaching, and assessment. This includes school directed external and internal professional learning programs, action research, collaboration, coaching, mentoring and observation.
- Teachers participate in the Peer to Peer Observation program that provides formal feedback on teaching and learning. This occurs in areas identified by leadership and is reflective of the current School Strategic Plan, Annual Implementation Plan and individual teacher needs.
- An Induction Program is implemented for graduate teachers and mentors are assigned for new staff members; and staff with expertise in specific areas support other staff members.

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](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	19 th July 2022
Approved by	Principal
Next scheduled review date	05/ 2024