PINEWOOD PRIMARY SCHOOL

CURRICULUM FRAMEWORK

1   PURPOSE

The purpose of this framework is to outline Pinewood 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 Documents, Curriculum Area Maps, Year Level Curriculum Maps and planning documentation.

2   OVERVIEW

Pinewood 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.

Pinewood 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]()

Pinewood Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Pinewood Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, our staff induction handbook, and enrolment/transition packs. To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

3 IMPLEMENTATION

Pinewood Primary School implements the Victorian Curriculum and covers the 8 core learning areas, which includes English, Mathematics, the Arts, Health and Physical Education, the Humanities, French, Science and Technologies. At Pinewood Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 50 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school curriculum mapping documents, year level curriculum maps, year level planning documentation and work programs .

3.1 Language provision

Pinewood Primary School will deliver French as a Language, based on feedback and consulation with the community. This is to ensure equity for all students and to help provide continuity in learning as numerous surrounding secondary schools teach French. Research shows that for English speakers, French is one of the easiest languages to learn and that students can show greater success as English and French have the same alphabet and a similar sentence structure.

3.2 Pedagogy

The pedagogical approach at Pinewood Primary School is to nurture and educate each individual student, with a focus on Student Learning and Wellbeing (FISO 2.0). Students are active and responsible participants in their own learning through a broad range of experiences. At Pinewood Primary School we provide a safe and supportive environment with high expectations, which empowers students to develop into successful 21st Century Learners. Professional Learning Communities (PLC) ensure teachers work collaboratively to interpret students' data and develop scaffolded and explicit learning opportunities. At Pinewood Primary School, we utilise the GANAG Instructional model, which ensures quality lessons that begin by setting clear learning goals, activating students' prior knowledge and providing the students with high quality and differentiated learning tasks.

3.3 Assessment

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

Students at Pinewood 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 Pinewood 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.

- Pinewood 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.

3.4 Reporting

Pinewood Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Pinewood 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 Pinewood Primary School, students receive a formal report at the end of each semester and teachers continuously report on student achievement across the curriculum via Digital Learning Snapshots.

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.

- Pinewood 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).
- Pinewood 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.

4 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.

4.1 Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe

Whole school	Strategic Plan Annual Implementation Plan	SIT	Yearly
Curriculum Areas	Leadership Day Minutes Planning Day Agenda Curriculum Mapping Documents	Teachers Learning Specialists PLC Leaders SIT	Termly
Year levels	Planning Day Agenda Curriculum Mapping Documents	Teachers Learning Specialists	Termly
Units and lessons	Team Meeting Minutes Planning Documents	Teachers Learning Specialists	Weekly/Fortnightly

4.2   Review of teaching practice

Pinewood 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.

5   FURTHER INFORMATION AND RESOURCES

5.1   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
- Reporting Student Achievement and Progress Foundation to 10
- Sexuality and Consent Education
- School Hours (including variation to hours)

5.2   This policy should be read alongside:
- whole school curriculum plans
- teaching and learning program for each learning area and capability
- teaching and learning program for each year level
- Planning documents

6   COMMUNICATION

This policy will be communicated to our school community in the following way:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Reminders in our school newsletter

Hard copy available from school administration upon request

7   APPROVAL AND REVIEW

Created date

8th March 2024

Consultation

Consultation was sought from School Council and the School Community in the development of this policy

Next review date

- This policy was approved by the Principal on **12th March 2024**