

CURRICULUM FRAMEWORK



PURPOSE

The purpose of this framework is to outline Drouin South 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, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Drouin South 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.

Drouin South 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](#).

Drouin South Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Drouin South Primary School's vision is Learning Together. A community of active thinkers who can achieve their dreams. In order to achieve this vision, Drouin South 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 high expectations 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 and personal growth in all of their endeavours. At Drouin South Primary School our future focused 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 voice and agency in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include the use 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

Drouin South Primary School implements its curriculum through sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum to ensure every child regardless of abilities and background can achieve success.

- *All students undertake year-long programs in English, Mathematics and Physical Education and science*
- *All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business)*
- *All students undertake Arts through our Arts specialist program*
- *All students undertake all technology disciplines (design and technologies, digital technologies in an integrated approach*
- *All students undertake a language (Auslan)*
- *All students undertake learning and development of capabilities of creative and critical thinking, ethical, intercultural and personal and social domains.*

At Drouin South Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 3 blocks as follows: 2 hours/2 hours /1 hour. A breakdown of time allocated to each learning area is documented below: **I**

Prep-2		Year 3-6	
Domain	Minutes per week	Domain	Minutes per week
English	600	English	600
Mathematics	375	Mathematics	375
Science	120	Science	60
Humanities (History and Geography)	60	Humanities (History/Geography/Civics and Citizenship)	60
PMP/PE/Health	150	And (economics and business in Years 5 and 6)	
The Arts (Visual Arts/Music Drama)	120	The Arts (Visual Arts/Music Drama)	120
Information Communication Technology	Interdisciplinary learning	Sport/PE/ Health	150
Interpersonal Development		RRRR/SWPBS	60
Languages - Auslan	60	Languages - Auslan	60

RRRR/SWPBS	60	Information Communication Technology	Interdisciplinary learning
		Thinking Processes	
		Communication	
		Personal Learning	
		Design Creativity Technology	
Assembly	15	Assembly	15
TOTAL	1500 per week	TOTAL	1500 per week
	25 hours		25 hours

Language provision

Drouin South Primary School will deliver Auslan as a Language, based on community expectations and support of students learning sign language as part of development of an inclusive and accessible society.

Pedagogy

The pedagogical approach at Drouin South Primary School aims to develop and foster active thinking and learning placing students at the centre.

Our instructional model is based on the principles of gradual release and is designed to support delivery of the Victorian Curriculum F-10. It draws from the current evidence base, including the following DET frameworks and initiatives:

- Framework for Improving Student Outcomes (FISO)
- Australian Professional Standards for Teachers
- Literacy and Numeracy Strategy
- Practice Principles for Excellence in Teaching and Learning
- High Impact Teaching Strategies (HITS)
- Professional Learning Communities
- School Differentiation Model (School Strategic Plan, Annual Implementation Plan, Performance and Development Approach)
- New Pedagogies for Deep Learning Community of Practice.

Assessment

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

Students at Drouin South 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.

At Drouin South Primary School, assessment is the ongoing process of:

- gathering, analysing and interpreting evidence
- reflecting on findings
- making informed and consistent judgements to improve student learning.

Drouin South Primary School uses assessment for a range of purposes.

- Teachers at Drouin South 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.
- Drouin South 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.

Reporting

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

Drouin South Primary School provides two written reports per year and provides 2 formal opportunities within the school year for parents and teachers to discuss the progress of students. Parent-Teacher discussions include a three-way conversation in Term 1 and a Student Led Conversation in Term 3. Drouin South Primary School adheres to the [Reporting Student Achievement and Progress Foundation to 10](#) policy.

The Drouin South Primary School report is in a written format easy for parents/carers to understand and is made accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Drouin South Primary School reports 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 are 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, is used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Drouin South Primary School uses a learning goals scale for other areas of the curriculum.
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews/Student Led Conversations are conducted twice-yearly and enable the opportunity to discuss the students’ progress and how they can continue to be supported at home. Interpreting services are made available 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.

Layer of review/planning	Process and data used [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school	Reviewed as part of yearly Annual Implementation Plan. <ul style="list-style-type: none"> • AIP Targets • Naplan data • PAT- R and PAT-M • Teacher judgements 	School Improvement Team	Annual
Curriculum Areas	Reviewed at Professional Learning Team planning sessions. <ul style="list-style-type: none"> • Teacher reflection • Student assessment data • Student exit passes and work samples • Feedback from students 	Professional Learning Teams	Annual
Year levels	Reviewed at Professional Learning Team planning sessions. <ul style="list-style-type: none"> • Teacher reflection • Common Assessment Tasks • Student assessment data • Student exit passes and work samples Feedback from students	Professional Learning Teams	Ongoing

Units and lessons	Reviewed through planning and evaluation following unit completion. <ul style="list-style-type: none"> • Common Assessment Tasks • Teacher reflection • Student exit passes and work samples • Feedback from students 	Professional Learning Teams	Ongoing
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Professional Learning Communities (PLC) /Professional Learning Teams (PLT)

Drouin South Primary School uses PLCs/PLTs 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/PLTs 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 Drouin South 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.

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 \(including variation to hours\)](#)
- This policy should be read alongside:
 - Literacy Scope and Sequence Plan/Yearly Planner

- Mathematics Scope and Sequence/Yearly planner
- Whole school curriculum plan
- teaching and learning program for each learning area and capability
- Teaching and learning program for each year level
- Unit plans/sequence of lessons

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2022
Approved by	Principal
Next scheduled review date	November 2022 (Annual)