



Curriculum Framework Policy

Policy Statement:

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our 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.

Purpose:

To ensure that WEPS meets the DET curriculum guidelines

To provide an inclusive curriculum for our students with a wide range of learning opportunities

Implementation:

- Our school will recognise and respond to diverse student needs when developing its curriculum programs.
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet the demands of students from Years Foundation to 6 at our school.
- 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' School curriculum programs are designed to enhance effective learning.
- Preparing young people to become lifelong learners is a critical element. Underpinning the development of rigour is a termly focus on Learner Traits of grit, stamina, perseverance and tenacity
- Teaching and learning programs will be resourced through Program Budgets.
- Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness, Aboriginal and Torres Strait Islanders, and students from language backgrounds other than English.

- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Prep to 6 in accordance with DET policy and guidelines.
- 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, with teachers following the agreed WEPS instructional model.
- DET requirements related to the teaching of Physical Education, Languages and EAL will be implemented
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Each home group will have access to 1 hour each week of specialist teaching in the areas of HPE, The Arts and Science.
- Personal and Social Capability, Critical and Creative Thinking, Ethical Understanding and Intercultural Capability will be included in curriculum delivery
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes
- Annual team budgets and programs to be reviewed in consultation with Learning Community leaders in preparation for the following year
- Whole school data will be used to track student performance (See WEPS 'Learning Strategy')
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the VRQA and on the school website.
- Time Allocation at WEPS (hours per week)

* Incorporating Drama, Music and Visual Arts and LOTE

** Including 1 hour specialist HPE instruction

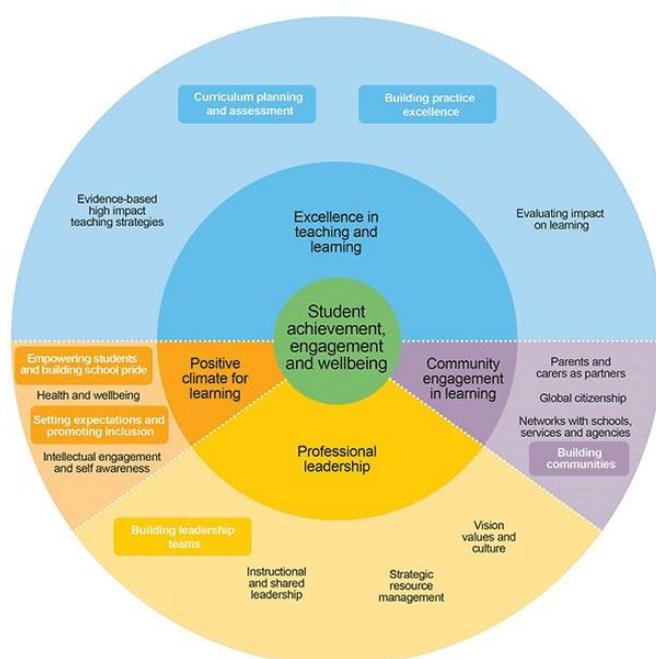
***Incorporating The Humanities (Civics and Citizenship, Economics and Business, Geography and History) Technology (Design and Technology and Digital Technologies) and the capabilities

	Literacy	Mathematics	The Arts*	Science	HPE**	Inquiry***	Languages (Indonesian)
F	10	5	1	1	2.5	5	30 min
1-2	10	5	1	1	3	4h 20 min	40 min
3-4	10	5	1	1	3	4h 20 min	40 min
5-6	10	5	1	1	3	4.5	40 min

Teaching and Learning

The school will implement the Framework for Improving Student Outcomes (FISO), a model for continuous school improvement. FISO identifies that effective teaching is the single biggest determinant of student improvement in schools. Effective teaching and learning takes place in schools where teachers:

- Have deep knowledge of the curriculum
- Understand and be capable of teaching each student according to where they are on the learning continuum
- Have skills to analyse data and use the data to inform their teaching
- Have the skills to utilise High Impact Teaching Strategies to improve student learning
- Believe that every child is capable of learning

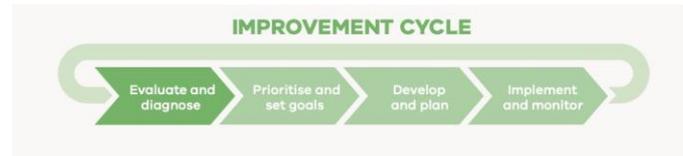


The FISO improvement cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation and adaption.



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



Victorian Teaching and Learning Model

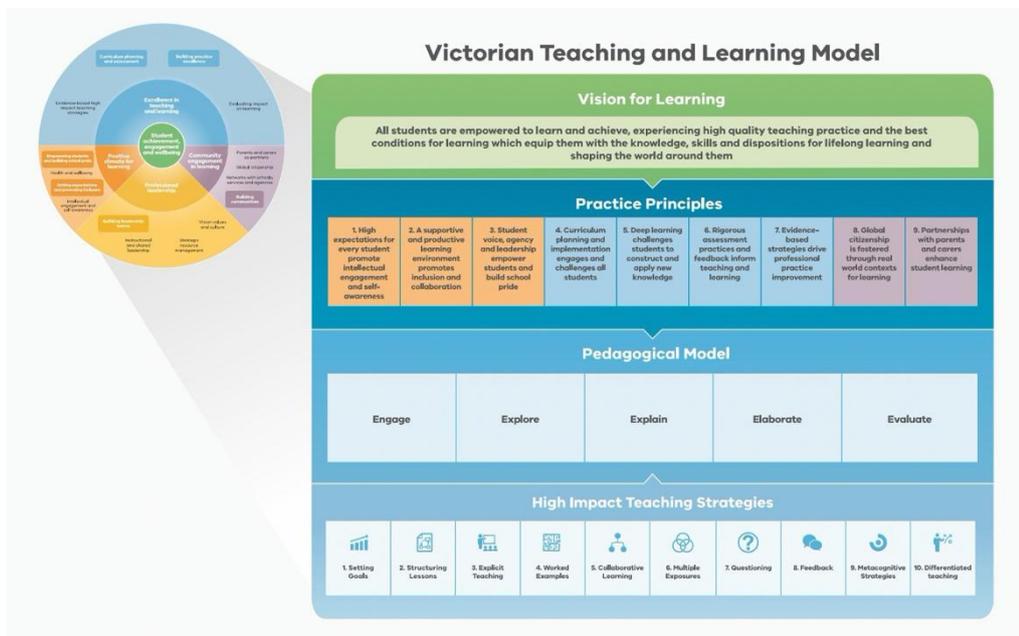
The Victorian teaching and learning model brings the [framework for improving student outcomes \(FISO\)](#) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice.

The model allows teachers and school leaders to:

- focus on high impact improvement initiatives
- drive those initiatives through evidence-based decisions about their teaching and student learning.

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

1. A [vision for learning](#) helps create a unified set of values and beliefs to drive a high performance learning culture.
2. 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.
3. The [pedagogical model](#) describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
4. 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.

1. 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,
2. All Victorian government schools must provide students with access to the 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 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.



Reading and Viewing

The CAFÉ READING STRATEGIES form the basis for planning for the reading hour across the school from F-6.

Mini-lesson

Includes explicit teaching of reading strategies, using learning intentions and success criteria.
Shared reading or modelled reading or interactive "read aloud"
(10-15 mins)

Read to self

Independent reading and conferencing. The children read their own books from their book box during this time.
(15 mins)

Role of the Students

- Read independently
- Choose "good fit" books
- Stay in one place
- Build reading stamina
- Can record their thinking

Role of the Teacher

- Be explicit in telling the students when they are successful in using a strategy
- Ask questions, prompt students to think about the reading process and to monitor their own words about their reading and strategies used
- Observe assessment

Whole class Focus providing differentiation

Can be addressed through independent tasks, small groups and small clinic groups- all targeted to specific needs and reading strategies.

- Guided reading
- Reciprocal reading
- Independent reading
- Word, sentence and text level activities
- Strategy groups
- Independent research linked to writing and current inquiry
- Partner reading
- Book clubs
- Literacy and technology

(Approx. 25mins)

Reflection

Based on Learning Intention and Success Criteria
(5 mins)

Writing

Writing is the process through which the writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Teachers should explore the difference between teaching "public" writing which focuses on building both the quality of the writing and the students' knowledge of the writing process (writing conventions) and teaching writing to learn, which will focus on using writing to delve deeper in content knowledge and understanding.

The following can assist teachers in achieving the aims of The Victorian Curriculum: Writing

Writing Instructional Practices: Students from F-6 participate in flexible needs based writing workshop groups
Workshops: Flexible groupings are based on current student data drawn from teacher observations, moderated writing samples and PAT/English online testing

Warm Up

Spelling focus targeted at individual needs
(10 Mins)

Whole Group Focus

Modelled writing Shared writing
Interactive writing
Linked to a specific writing focus which may include genre
(15 mins)

Small Group/ Independent writing

Guided writing Interactive writing
Strategy writing groups Partner writing
Sustained independent writing linked to the whole class focus
(30 mins)

Reflection

Based on LI and SC (5 mins)

- Writing lessons incorporate the following basic pre requisites
 - Purposeful reasons to write
 - Identified audience- "Who am I writing for and why?"
 - A knowledge of writing conventions (spelling, grammar and punctuation)
 - Time for independent and personal writing.
 - Opportunities to explore text types and discussion about a range of author craft.
 - Linking of purpose, audience, genre, structure
- The understanding that writing is a recursive process
 - Pre-writing, rehearsing and planning
 - Publishing and Celebrating writing
 - Drafting
 - Revising
 - Editing and proof reading

Mathematics

Warm Up

"Tuning in" to mathematical task. (5 Mins)

Whole Group Focus

(10-15 mins)

- Learning Intention and Success Criteria
- Explicit teaching of mathematical concept/ strategy
- Opportunity for students to discuss their thinking/ideas
- Scaffolded/ enabling and extending prompts through questioning and materials

Small Group/ Independent Task

(25-30 mins)

- Small group work at point of need.
- Differentiated independent tasks related to whole group instruction.
- Hands on/ concrete materials
- Exploration and investigation
- Partner work
- Collaborative small group tasks. (Same and multi ability groupings)
- Open ended tasks with multiple entry and exit points

Reflection

(5-10 mins)

- Based on Learning Intention and Success Criteria.
- Opportunities for students to discuss their thinking and ideas

Student Engagement

Teachers at WEPS will:

- Uphold the right of every child to receive an education
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs
- Develop flexible pedagogical styles to engage different learners and learning styles
- Deliver curriculum and assessment that challenges, supports and extends student learning
- Develop positive and meaningful relationships with students that promote engagement
- Provide opportunities for student voice developing a positive school culture in and outside the classroom

Students with Disabilities

The Department of Education and Training and WEPS are 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.

Koorie and Torres Strait Islander Students

WEPS 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 accessing the KESOs through the local network office.
- Sustaining a culture of high expectations and meeting the individualised learning needs of 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.

Vulnerable Students

WEPS is committed to a personalised learning approach providing differentiation in teaching and learning programs. Analysis of numeric and non-numeric data focusing on achievement and growth enables teachers to plan for all students to access the learning and achieve success. Vulnerable students are supported through:

- A Wave Intervention plan with a three tiered approach to intervention
 - WAVE 1 Quality differentiated teaching and learning
 - WAVE 2 Additional support within the classroom
 - WAVE 3 interventions external to the classroom
- Under The Lens management approach to ensure no student is left behind (focus students for precise analysis of data each week)
- Wellbeing programs and support to assist students to apply learner character traits (grit, tenacity, resilience, persistence)
- Education Support Staff for PSD funded students
- Additional Education Support Staff for students who don't meet criteria for PSD funding, but are deemed vulnerable as learners

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, with the leadership team undertaking Walk Throughs and Direct Observations with the aim of providing explicit feedback to improve practice. Teachers will have the opportunity each semester to undertake Learning Walks to reflect on their own practice and learn from others. 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.

At WEPS staff engage in professional development through the provision of;

- Learning Sprints
- Instructional coaching and mentoring
- Professional Learning Communities
- Learning Community meetings
- Triads with a focus on data
- Student Centred Feedback
- Professional Readings

Assessment

Each year a school wide assessment schedule is reviewed and developed. Weekly Triad meetings revolve around the schedule with collaborative data analysis a key feature of the meetings. The school will continuously monitor student outcomes using a variety of assessment strategies and tools. 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 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.

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 negotiating 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, and 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 every 3-4 years

Date: March 2021	Responsibility: Leadership Team	Review Date: March 2024-2025
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Is it compulsory for all Victorian government schools to have a policy addressing this issue?	Yes, it is compulsory for all schools to have a curriculum framework
Does this policy have to be approved by school council?	No
Recommended consultation	Consultation with school council is not required but schools may choose to take the framework to school council for discussion or noting so that it is aware of the way in which curriculum is organised at the school. Generally, most of the content of a curriculum framework will be operational.
Policy basis	<ul style="list-style-type: none"> • Minimum Standards for school registration • Victorian Curriculum and Assessment Authority (VCAA) guidelines
Recommended review cycle	3-4 years