

## Curriculum Framework Policy



### Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9890 1560 or via email at [surrey.hills.ps@education.vic.gov.au](mailto:surrey.hills.ps@education.vic.gov.au).

## PURPOSE

The purpose of this framework is to outline Surrey Hills 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 policy also outlines the agreed upon protocols and expectations at Surrey Hills Primary School in developing curriculum and effective teaching and learning strategies to meet the needs of the students from Prep – 6 and align with our Strategic Plan, Annual Implementation Plan and school mission and values. These philosophies are communicated to the school community through annual information sessions, newsletters, online and School Council.

## DEFINITION

Surrey Hills 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.

Surrey Hills 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](#)
  - [Holocaust Education – Delivery Requirements](#)

Curriculum refers to the content that is taught at Surrey Hills Primary School and is informed by numerous resources, predominantly the Victorian Curriculum and International Baccalaureate – Primary Years Program (IB-PYP) guidelines. All work programs will align with the philosophies, content and structures consistent with their intent.

The school has a strong focus on achieving high literacy and numeracy results across the school and implements initiatives which include but are not limited to: 6 +1 Traits of Writing, Essential Assessment for Mathematics and Reading, the SoundWaves spelling program and differentiated groups for literacy and numeracy.

In addition to these initiatives, the school has been accepted as a candidate school to offer the IB-PYP from September 2018. This promotes a transdisciplinary approach to curriculum, authentically teaching the Program of Inquiry (POI) through English, Mathematics, Science, Humanities, Technologies/Digital Technology, Civics and Citizenship, Health, Critical and Creative Thinking and the Capabilities (Ethics, Personal and Social, Intercultural). Specialist teachers provide instruction in Physical Education, Performing Arts, Visual Arts and LOTE (Mandarin) which are integrated where possible with the POI. Additional literacy support is provided through our Growth and Development program, provided targeted small group reading support for students who have been identified as achieving below the expected level.

The school is also an active participant in district sport competitions as well as providing opportunities for students to participate in whole school productions, choir and brass, string, piano and keyboard programs.

## IMPLEMENTATION

At Surrey Hills Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five sixty-minute sessions. These are merged into two two-hour teaching blocks each day from 9:00 am -11:00 am and 11:30 am – 1:30 pm followed by a one-hour teaching block at the end of the day.

- A Program of Inquiry (POI) ensures scope and sequence, and curriculum coverage is documented and monitored across the school.
- Teams will use the IB-PYP planner to develop interesting, engaging, significant and relevant teaching sequences based in Inquiry learning that will document how curriculum areas are taught through the unit. English and Maths are compulsory curriculum areas, whereas links with other areas such as the Humanities, Digital Technologies and Capabilities are made authentically across the POI.
- Termly Programs will outline broad teaching sequences of concepts.
- Weekly Programs, Maths Planners and Literacy Planners will reflect individual work for students to target needs of individuals and small groups within the class.
- Individual Learning Programs will be developed for every student from Prep – 6.
- All work programs will be saved to the staff share drive and weekly planners will be emailed to the Assistant Principal the Friday prior to the week beginning.

Levels will plan to meet the following expectations and guidelines per regular week:

Subject	Time allocation (60 minute sessions)
Differentiated Literacy	4
Differentiated Numeracy	4
Writing	4
Specialists (including library)	5
Yr 3/4 and 5/6 sport	2
Digital Technologies	1

As Surrey Hills follows an Inquiry transdisciplinary approach to teaching, as per the philosophies outlined in the IB-PYP, additional time will be spent on Literacy and Mathematics throughout the week.

## Assessment

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

Students at Surrey Hills 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.

Surrey Hills Primary School assesses student learning as part of the school-based curriculum program, including formative and summative assessment.

- *Teachers at Surrey Hills 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 by teachers and included in their 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.*
- *Surrey Hills 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

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

*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.*

- *Surrey Hills 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).*
- *Surrey Hills 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.

## REVIEW PRACTICES FOR CURRICULUM AND TEACHING PRACTICES

- Leadership Team, consisting of the Principal, Assistant Principal, Leading Teacher and Learning Specialist, review curriculum planning and teaching practices on a regular basis and maintain open communication with PLC leaders and Team Leaders to set, implement, monitor and review goals. The Leadership Team is focussed on 4 year planning cycles and continuous analysis of data to inform future school improvement.
- In addition to this, Literacy, Numeracy, Inquiry PLCs are involved in review of curriculum and effective teaching practices. PLC leaders meet with the Leading Teacher and Learning Specialist approximately twice a term to track progress and discuss future directions.
- Team Leaders also meet with the Principal, Assistant Principal, Leading Teacher and Learning Specialist on a fortnightly basis.
- The Learning Specialist meets with each Level team and the Specialist team on their Professional Practice Days to review and plan future teaching sequences to meet the goals outlined in the AIP and Strategic Plan and in alignment with the Victorian Curriculum and IB-PYP guidelines.
- Data is analysed regularly through a range of contexts by the teams previously mentioned, including data such as year level assessments, NAPLAN and school performance data including student, staff and parent surveys (in addition to additional surveys using 'SurveyMonkey' to future unpack responses).
- Longer term teaching practice changes would be incorporated into our Strategic Plan.
- Decisions about changes or refinements in teaching practice come through PLC, fortnightly leadership and/or staff meetings where any changes or alterations agreed upon become part of our daily practice.
- Scheduled staff meetings are used to review, share, monitor achievement and provide feedback on curriculum and strategies for effective teaching and learning providing all teachers with a voice.
- The curriculum is reviewed regularly by Level teams through collaborative planning structures, as is strategies for effective teaching and learning.
- The Victorian Curriculum website provides resources which are incorporated into our daily practice.
- The Leadership Team is involved with long term planning for fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy to be involved with school improvement, teaching teams, PLCs and consultancy support for key initiatives.

Surrey Hills 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.

## HOW THE SCHOOL DELIVERS ITS CURRICULUM

Surrey Hills Primary School:

- bases its curriculum on the Victorian Curriculum and IB-PYP guidelines to deliver programs consistent with their intent
- operates in collaborative teaching teams – Prep, Level 1 (Years 1 & 2), Level 2 (Years 3 & 4), Level 4 (Years 5 & 6) and Specialists
- has PLCs in the areas of Literacy, Mathematics, Inquiry who plan and work together
- has a focus on providing high quality teaching and learning to ensure all students are extended to reach their full potential
- maintains high expectations of achievement for all students
- bases its teaching practice and program delivery on individual point of need in our students
- roots its teaching philosophies and practices in Inquiry learning
- encourages student voice and agency
- has two two-hour teaching blocks each day from 9:00 am -11:00 am and 11:30 am – 1:30 pm followed by a one-hour teaching block after lunch 2:30 pm – 3:30 pm
- operates under a distributed leadership framework to build capacity and ownership throughout the staff
- looks to build engagement in social, personal and academic learning
- will continue to develop and review shared protocols, practices and philosophies for effective teaching and learning
- aims to develop well-rounded and internationally minded students who understand and demonstrate the attributes outlined in the IB-PYP Attitudes and Learner Profile

## FURTHER INFORMATION AND RESOURCES

- 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](#)
  - [Holocaust Education](#)
  - [Reporting Student Achievement and Progress Foundation to 10](#)
  - [Sexuality and Consent Education](#)
  - [School Hours \(including variation to hours\)](#)

## REVIEW CYCLE

Policy last reviewed	March 2024
Approved by	Travis Paterson
Next scheduled review date	March 2027 – March 2028 (3 – 4 years)

## REFERENCES

- International Baccalaureate - 'Making the PYP Happen'
- International Baccalaureate – 'Programme Standards and Practices'
- Victorian Curriculum and Assessment Authority – Victorian Curriculum Foundation – 10