

CURRICULUM FRAMEWORK

PURPOSE

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

OVERVIEW

Drouin West 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 West 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](#)

Drouin West Primary School aims to commit to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence 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 in all of their endeavours. At Drouin West Primary School our 21st century 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 ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety 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 West 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 West 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.

Language provision

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

Students at Drouin West 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 West 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 West Primary School uses assessment for a range of purposes.

- Teachers at Drouin West 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 West 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 West 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 West 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 Drouin West 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 West Primary School adheres to the Reporting Student Achievement and Progress Foundation to 10 policy.

The Drouin West 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 West 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).
- Drouin West 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.

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.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	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 	Professional Learning Teams	Ongoing

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

Review of teaching practice

Drouin West 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.

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 \(including variation to hours\)](#)
- This policy should be read alongside:
 - Literacy Scope & Sequence Plan/Yearly Planner
 - Mathematics Scope & 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	June 2024
Approved by	Principal
Next scheduled review date	June 2027