Curriculum Framework

Policy

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Karoo Primary School on 03 9759 6222 or karoo.ps@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Karoo 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
- review the curriculum and teaching practice
- assess student learning
- record and monitor student performance
- report to parents including when this occurs.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Karoo 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.

Karoo 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

Karoo Primary School aims to foster a dynamic learning environment that prioritises students' growth and development. We believe in an inclusive community that values diversity and encourages collaboration. Through active community engagement, we aim to provide opportunities for every student to excel, promoting Kindness, Tenacity, and Personal Excellence. Our commitment to a supportive atmosphere ensures that every individual feel valued and included in their educational journey. Together, we strive for a culture that embraces diversity, encourages collaboration, and celebrates the achievements of each member, fostering a sense of belonging and pride in personal and academic accomplishments.

IMPLEMENTATION

Karoo Primary School is committed to the implementation of the Victorian Curriculum across all year levels. Staff members across the school are allocated the responsibility for coordination and implementation of curriculum. Whole school Professional Learning opportunities are provided through weekly professional learning staff forums, curriculum days and specialised learning opportunities when appropriate.

Karoo Primary School implements its curriculum by providing a high-quality education across all the key learning areas of the curriculum including, English, Humanities, Mathematics and Specialist programs of Media and Technologies, Science, PE and Health, Music / Performing Arts, Visual Arts and Mandarin. Digital technologies are also utilised in all classrooms and integrated throughout the curriculum to strengthen the stimulating programs we provide.

At Karoo Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 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 area, year level and unit / lesson curriculum plans.

Language provision

Karoo Primary School delivers Mandarin as a Language, based on community consultation and availability of human resources to deliver a vibrant language program.

Pedagogy

The pedagogical approach at Karoo Primary school places strong emphasis on the development of each student's learning capacity, by providing evidence based learning experiences. Student learning is focused, with high importance placed on collaborative environments and point of need learning. Staff professional learning ensures we are always improving the quality of our teaching by using evidence based practices. With a clear purpose and a culture of continuous improvement, our school provides a comprehensive education for all our students.

This approach is consistent across the school and is driven by the Victorian Curriculum and is supported by the Karoo Instructional Model. Students learn to be confident and successful learners; they are exposed to a range of strategies that they can draw upon to progress their own learning.

Assessment

Karoo Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Karoo Primary School 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.

Data plays a key part in the ongoing school improvement process. The School Improvement Team track whole school, cohort and individual data, and identifies potential teaching and learning areas that require further focus. All teachers at Karoo Primary School assess student performance against the standardised learning outcomes as outlined in the Victorian Curriculum and guided by the school's assessment schedule, ensuring all staff are analysing student data across all areas of the curriculum.

Karoo Primary School's Assessment Practices Include:

- Using 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.
- Assessing is an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers using 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.
- Developing assessments that support students to show their knowledge, skills and understandings and include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers make modifications to the task to cater for students with additional learning needs.
- Developing Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Profile, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Assessing the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- Assessing English language proficiency of English as Additional Language EAL students using the Victorian Curriculum F-10 EAL.
- Where possible, staff participating 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

Karoo Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Karoo 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 Karoo Primary School, student achievement is measured and reported to students, parents, DET and the wider community against Victorian Curriculum achievement levels. All staff participate in the collection of student achievement data, and have input into school direction decisions resulting from interpretations of student achievement data.

Student reports are written in a format easy for parents/carers to understand and are accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Karoo Primary School 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 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).
- Karoo Primary School provide a scale of achievement against student work habits.
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews are conducted twice-yearly. One is a parent – teacher 'Getting to Know You meeting', the second is 'Student – Led Conferences' between parent-teacher-student to enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services are 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

Karoo Primary School Improvement Team (SIT) and Curriculum teams meet on a regular basis to discuss Curriculum matters and monitor progress against the goals outlined in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP). Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school Curriculum Scope and Sequence	Goals listed within the Strategic Plan and the AIP	SIT	Annually
English Scope and Sequence	Whole school English Data and feedback from teachers	PLT Learning Specialist	Annually
Maths Scope and Sequence	Whole school Maths Data and feedback from teachers	PLT Learning Specialist	Annually
Integrated Scope and Sequence	Draws on Humanities, Technologies and Science curriculum	AP SIT	Annually
Year levels	Detailed year level weekly planners that draw on whole school scope and sequences and are based on ongoing cohort assessment data.	PLC PLC leaders Learning Specialist	Weekly
Units and lessons	Detailed year level termly planners that draw on whole school Integrated scope and sequences and are based on ongoing cohort assessment data.	PLC PLC leaders Learning Specialist	Termly

Review of teaching practice

Karoo 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:
  - KPS Weekly Curriculum Time Allocation
  - Whole School Scope and Sequence
  - Whole School English Scope and Sequence
  - Whole School Maths Scope and Sequence
  - Whole school Integrated Scope and Sequence
  - Teaching and learning program for each learning area and capability
  - Teaching and learning program for each year level
  - Integrated Unit plans

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2024
Approved by	Principal
Next scheduled review date	December 2027