Kilmore Primary School

Principal: Mr Neil O'Sullivan

35 Lancefield Road, Kilmore 3764 • PO Box 105, Kilmore 3764 • ABN 85 985 746 253
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CURRICULUM FRAMEWORK POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 5782 1268 or via *kilmore.ps@education.vic.gov.au*

Purpose

The purpose of this framework is to outline Kilmore 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.
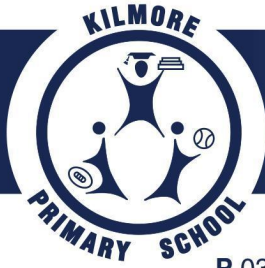
This curriculum framework should be read alongside our whole school, *The Kilmore Way* and *The Kilmore Way Wellbeing* Manuals.

Overview

Kilmore 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.

Kilmore 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:

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- o *Physical and Sport Education — Delivery Outcomes*

- o *Sexuality and Consent Education*

- o *Holocaust Education – Delivery Requirements*

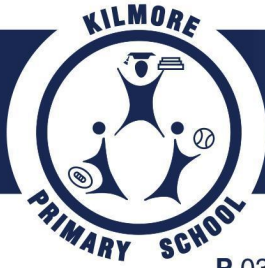Kilmore Primary School aims to foster an environment where all students are able to:

• Achieve high academic standards
• Contribute to a culture that develops an appetite for learning
• Develop social and emotional capacity that will allow them to participate productively in society
• Learn in an environment where they feel valued, safe and engaged in learning

Kilmore 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 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. Our curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives, including evidence-based oral language programs, robust social and emotional learning curriculum and high impact teaching strategies for effective teaching practice. 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 that enhance classroom learning and undertake a range of student assessment and reporting activities.

Implementation

Kilmore Primary School implements its curriculum that includes literacy and numeracy, inquiry and specialist classes of physical education, visual arts and performing arts. Year 3-6 students also participate in weekly science, technology, engineering and maths (STEM) lessons. At Kilmore Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into sixty minute sessions *(See Appendix 1)*.

Kilmore Primary School is also a *Professional Learning Communities (PLC)* Link school focused on embedding evidence-based PLC practice within our school context.

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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 *"The Kilmore Way"* manual, *Welcome handbook* and year level and year unit curriculum plans.

Language provision

Kilmore Primary School currently has a formal exemption for delivering a language curriculum.

Pedagogy

The pedagogical approach at Kilmore Primary School is informed by the current Department of Education and Training *FISO 2.0 pedagogical model* including an instructional model approach to curriculum areas, as outlined in *"The Kilmore Way".*

Assessment

Kilmore Primary School assesses student progress in line with the Department's *Assessment of Student Achievement and Progress Foundation to 10* policy. Further assessment schedules can be found in *"The Kilmore Way".*

Students at Kilmore 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. 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.

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All students who are eligible for Individual Education Plans (IEPs) such as students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, will be assessed in accordance to their individualised learning goals. 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 in partnership with the North-Eastern Region EAL Cluster of Schools Leading Teacher.

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.

Teachers at Kilmore Primary School use a combination of formative assessment for learning for 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.

Foundation and Grade 1 students are also assessed through *English Online Interviews* through the *Insight Assessment Platform.*
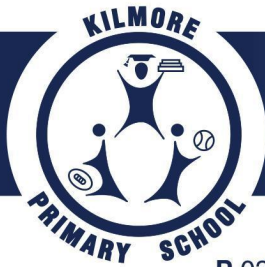
Reporting

Kilmore Primary School reports student progress to parents in line with the Department's *Reporting Student Achievement and Progress Foundation to 10* policy. In addition, Kilmore 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 and formal parent teacher conferences.

Student reports will be written in a format easy for parents/carers to understand and will be accessible in digital and hard-copy format with the option to translate text from English to another language, to cater to our school community. Kilmore 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.*

Student reports will include the following:

- Both student achievement and progress will be included in the report.

![Kilmore Primary School logo]

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- 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 same time of reporting will be used for reporting against the achievement standards in all curriculum areas.

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

Kilmore Primary School's current review of curriculum plan and assessment schedule can be found in *Appendix 2.*

 Review of teaching practice

Kilmore 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

The following relevant manuals and resources can be found on the School Policies :

- *The Kilmore Way*
- *Welcome handbook*
- *KPS School Operations Manual*

The following Department of Education and Training policies are relevant to this policy:
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)](#)*

POLICY REVIEW AND APPROVAL

The Principal is responsible for reviewing and updating this policy every three years.

Policy last reviewed	February 2023
Approved by	Principal
Next scheduled review date	February 2026

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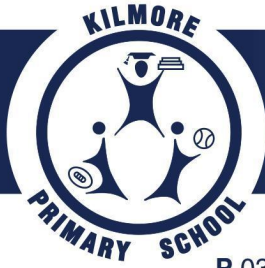**Principal:** Mr Neil O'Sullivan

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Appendix 1: Curriculum plan including time allocation

Years P-6

The curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

Domain	Minutes per week
English (Core F to 6)	600
Mathematics (Core F to 6	300
Integrated Studies including: Science, Humanities (History/Geography) ICT and Personal and Social Capabilities (Core F to 6	200
Personal and Social Capabilities (Core F to 6	120
LOTE	Current VRQA exemption
PE/ Health (Core F to 6	100
The Arts (Core F to 6	120
STEM: Information and Communication Technology and Design Technology (Grades 3 to 6)	60 (Grades 3 to 6)
TOTAL	1500 minutes per week

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Appendix 2: Curriculum review and assessment schedule

ASSESSMENT SCHEDULE 2023

Focus		Tool	Year Level	When	Commencement	Completion
Literacy	Phonological Awareness/ Phonics	English Online Interview	Foundation – all students Grade 1 – all students Grade 2 – selected students	February	Wednesday week 2	Friday week 6 Friday Week 7 TBC
		Phonics Screener	Year 1/ Year 2	May/June November/December		Prior to report writing S 1&2
		SPELD grapheme/phoneme assessment	F-2	February onwards	Ongoing	Ongoing
		Heggerty baseline (Additional assessment Year 2 and 3)	F-3 4-6 selected students	February/March		
		Heggerty mid year (Additional assessment Year 2 and 3)	F-3 4-6 selected students	May/June		
		Heggerty end of year (Additional assessment Year 2 and 3 TBC	F-3 4-6 selected students	December	after completion of wk 35 of program	

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Reading	DIBELS Assessment 1) Letter Naming Fluency 2) Phonemic Segmentation F 3) Nonsense Word Fluency, 4) Word Reading Fluency 1) Letter Naming Fluency 2) Phonemic Segmentation F 3) Nonsense Word Fluency, 4) Word Reading Fluency 5) Oral Reading Fluency 1) Nonsense Word Fluency, 2) Word Reading Fluency 3) Oral Reading Fluency 4) MAZE 1) Nonsense Word Fluency, 2) Word Reading Fluency 3) Oral Reading Fluency 4) MAZE 1) Oral Reading Fluency 2) MAZE 1) Oral Reading Fluency 2) MAZE 1) Oral Reading Fluency 2) MAZE	F-6	●Term 2 Week 6 (Middle Assessment) ●Term 4 Week 5 (End Assessment)	Term 2: May the 29th- June the 2nd Term 4: October the 30th - November the 3rd	Friday June the 2nd Friday November the 3rd
	Essential Assessment (Reading & Viewing General all)	2-6	May	Term 2 week 2	Term 2 week 3
	PAT R	1-6	October	Term 4 From week 3	Term 4 week 6
Writing	Writing Moderation	F-6	Term 1	Term 1	
	Writing Moderation	F-6	Term 2	Term 2	

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	Writing Moderation	F-6	Term 3	Term 3	
	Writing Moderation	F-6	Term 4	Term 4	
Spelling	Primary Spelling Inventory Test/Assessment	1-6	February, May & November	Mid Term 1 Mid Term 2 Early Term 4	End Term 1 End Term 2 EndTerm 4
NAPLAN	NAPLAN Testing	3 & 5	Term 1	N/A	N/A

Focus	Tool	Year Level	When	Commencement	Completion
Numeracy	Mathematics Online Interview (MOI)	F	Begin February (during Foundation students meetings)	Foundation – begins Week 1 (Friday)	Term 1 All number areas to be tested for all Foundation students
	Mathematics Online Interview (MOI)	F 1-2	Term 2 onwards (with team support) Mid/End of Term 1 onwards	Term 2- 4 Term 1	Updates after corresponding curriculum areas & in consultation with Numeracy Specialist Data to be used for end of term planning where applicable
	PAT Maths	1-2 (Early Years) 3-6	October	From Week 3	End of Week 6

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	Essential Assessment – Pre & Post tests	Foundation 1- 2 3-6	(To be Advised) Term 3 onwards (team discretion) February onwards	1-2 Weeks prior to Planning each unit (Team decision on appropriate test for collection of suitable data)	1-2 Weeks after completion of unit
	Essential Assessment – General All tests	1-6	May & November Number & Algebra, Measurement & Geometry Statistics & Probability	Term 2- Begin week 2	End of Week 5
	NFA 2	3-6	February, Term 1 onwards (with team support)	Term 1- 4 Term 1, Week 3-7 Counting Section	Updates after corresponding curriculum areas & in consultation with Numeracy Specialist Data to be used for end of term planning where applicable
	Common Assessment Tasks/ Pre-Post Tests (Team designed)	F-6	February-November	During Teaching and learning cycle (constructed during planning)	As required
	Naplan	3 & 5	Term 1 Weeks 7-9	N/A	N/A