

CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Knox Park 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 Pedagogical Approaches and Curriculum Framework Book, documented curriculum and teacher planning documents.

OVERVIEW

Knox Park 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.

Knox Park 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](#)

Knox Park Primary School aims to develop students committed to lifelong learning by providing an inclusive, supportive and nurturing community where 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 Knox Park Primary School, our curriculum engages the students to develop deep understandings on a range of concepts throughout their school lives.

Our broad curriculum is planned and taught sequentially allowing students to have some ownership in 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

Whole School planning at Knox Park Primary School is an integral part of the improvement process involving four key stages.

1. Gathering and analysing data – this includes students’ achievements and learning needs
2. Planning for improvement – this includes breadth and balance in curriculum planning
3. Teaching and learning – this includes learning outcomes and content
4. Assessment and reporting – as outlined in the KPPS Assessment and Reporting Schedule.
5. Each year the school will map out its curriculum offerings in the form of a yearly planner per year level.

Knox Park Primary School will meet the standards with:

- A time allocation per each of the eight learning areas: English, Mathematics, Science, Health and Physical Education, Languages, Humanities (History, Geography, Civics and citizenship, Economics and Business), The Arts, and Technologies (Design and Digital Technologies)
- An explanation of how curriculum and teaching practice will be reviewed
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan)

Knox Park Primary School will determine the curriculum program for the following year based on student demand and the needs of the school’s curriculum plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year. At Knox Park Primary School, class time is structured into a weekly timetable, with hours of learning per day broken into 50 minute sessions.

The timetable is structured on a weekly basis. Each period is 50 minutes and there are 6 lessons taught per day. At Knox Park Primary School, the breakdown of the weekly cycle is as follows.

SUBJECT	SESSIONS	NOTES
READING	5	Includes library
WRITING	5	
WORD STUDY	1	
SPELLING	1.5	2 x 30 minute spelling sessions 3 x 10 minute Bootcamp sessions inclusive
MATHS	6	Includes problem solving and STEM
WELLBEING	1	
HUMANITIES	2	Inquiry lessons
SCIENCE	1	
SPECIALIST	4	Languages 1, Visual Arts 1, Performing Arts 1, Health/Physical Education 1
TOTAL	26.5	

Foundation classes may adjust this to better suit their curriculum and the needs of their students in their first year of schooling.

Other sessions to timetable may include; Sports Training, BookClub, ICT and Robotics (integrated), Individual Goal focus (integrated) and Special Events. The above time allocation is a guide only; other extra-curricular activities may take precedence over the times outlined above

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

Knox Park Primary School delivers Mandarin Chinese as a Language based on data that shows Mandarin Chinese is one of the most spoken languages in the world. Offering Mandarin Chinese at Knox Park Primary School provides our students with cultural and educational opportunities globally.

Pedagogy

The pedagogical approach at Knox Park Primary School is outlined in our Pedagogical Approaches and Curriculum Framework book. In accordance with FISO 2.0, the pedagogical approach described here identify our instructional model, wellbeing and common and subject-specific high impact teaching and learning strategies that are used by teachers across the school.

Assessment

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

Students at Knox Park 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 an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes, being:

1. *Assessment **FOR** learning* - occurs when teachers use inferences about student progress to inform their teaching.
2. *Assessment **AS** learning* - occurs when students reflect on and monitor their progress to inform their future learning goals.
3. *Assessment **OF** learning* - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

At Knox Park Primary School:

- Teachers at Knox Park 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 KPPS Pedagogical Approaches and Curriculum Framework book. Assessments may include, but are not limited to, tests and assignments, investigations, 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 differentiate assessments to sure all student abilities are catered for.

- Knox Park 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.

Assessment schedule is constantly reviewed and placed in book Pedagogical Approaches and Curriculum Framework book.

Reporting

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

Knox Park Primary School formally reports student achievement and progress to parents/carer twice per school year for each child enrolled at the school. Reports are created using Compass (Knox Park Primary School's Digital Management System). The report is available in digital report format which can be downloaded for viewing or can be printed. It is written in that that is an accessible form and is easy for parents/carers to understand.

Knox Park Primary School reports directly against the Victorian Curriculum F-10 achievement standards. Both student achievement and progress are included in the report and compare to the expected age-appropriate range. This means that for each curriculum area taught, the report includes teacher judgements, an indication of progress since the curriculum area was last reported on using a five-point scale, assessment of student work habits and a teacher comment. Each Semester;

- *Knox Park 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).*
- *Knox Park 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	Curriculum Days – Review current practises, curriculum documentation and staff professional development. SIT Team – School Strategic Plan, AIP and review of curriculum approaches and program delivery.	Leadership and Learning Specialists SIT Members	4 days over the year
Curriculum Areas	PLT Meetings – Review of planning template (Maths) and staff professional development related to differentiation.	PLT Members	Fortnightly
Year levels	End of Year - Level Coordinators review Term Planners to update and prepare for inclusion into the new addition to the school's Pedagogical Approaches and Curriculum Framework.	Level Coordinators	Term 4
Units and lessons	Year Level Teams – Planning Days occur each term to review and update planners as required.	Level Teams	End of each term

Review of teaching practice

Knox Park 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:
 - whole school curriculum planning
 - Documented Curriculum
 - 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	21/08/2023
Approved by	Mark Hanson
Next scheduled review date	21/08/2027