



CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Preston 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

Preston 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.

Preston 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](#)

Preston Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Preston Primary School is committed to lifelong learning 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 Preston 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

Preston Primary School implements its curriculum in line with the Victorian curriculum, FISO 2.0. Emphasis is put on both English and Mathematics at all year levels. Humanities and Science are taught as units of work each term. Wellbeing has a high profile and underpins all areas of learning. Physical Education, LOTE, Visual Arts and Performing Arts are taught by specialist teachers. Inclusion support for students is provided through the Tutor Initiative and Education Support staff.

At Preston Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6-50 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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 and year level curriculum plans.

Language provision

Preston Primary School will deliver Italian as a Language, based on long standing consultation with the community. All students participate in one 50 minute session per week.

Pedagogy

The pedagogical approach at Preston Primary School based on a Gradual Release model in all areas of the curriculum. In English, a reading and writing workshop structure is used with a high emphasis on phonics in the early years and student agency through independent reading and self selection of texts. Mathematics is taught through a launch, explore, summarise model where students are exposed to variety of lesson types. We also place high importance on mental computation strategies in the junior years to support the development of mathematical thinking.

At Preston Primary School we embed subject specific high impact teaching and learning strategies across all areas of the curriculum.

Assessment

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

Students at Preston 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.

- *Teachers at Preston 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 school's Assessment Schedules. 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.*
- Preston 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.*
- Staff 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

Preston Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Preston Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers each term, through an individual student portfolio, which includes twice-annual formal reporting.

At Preston Primary School 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.

- Preston 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.*
- A 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 Personal and Social Capabilities, Science and Physical Education.*
- Preston 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,-student 3 Way Conferences are conducted twice-yearly, to 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		- Leadership team - Teaching staff	Yearly
Curriculum Areas	- Subcommittees review learning sequences and programs using student assessment data, term planners and anecdotal information. - Reviewing of assessment tasks and procedures. - Reviewing of programs and identifying areas for future Professional Learning.	- Learning specialist - Curriculum specific teams.	Yearly
Year levels	- Through end of year "Performance Story" - Each year level completes a proforma that outlines, assessment data, student growth, program strengths and weaknesses and areas for future planning and improvement.	Year level team	Yearly
Units and lessons	- PLC are used to inform future steps for learning. - Advice and support from Learning Specialists - Weekly and term planning - Anecdotal discussions - Individual reflections - Professional Learning	- Learning specialist - Curriculum specific teams. - Year level team	Term

Review of teaching practice

Preston 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](#)
 - [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 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	February 2024
Approved by	Janet Paterson -Principal
Next scheduled review date	February 2028



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9470 1167 or at preston.ps@education.vic.gov.au