



CURRIULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Chilwell Primary School 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.

POLICY

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 and year level curriculum plans.

SCOPE

Chilwell 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.

Chilwell 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

Chilwell Primary School aims to develop lifelong learners. Chilwell Primary School is committed to seeing our children achieve to a high level in all academic areas but also to provide students with the best possible foundation in life through a well-rounded education, which values the skills, interests and abilities of our students. Our school's vision is to foster and encourage a 'learning for life' approach towards schooling – fostering students who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment. To embed this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum to all students whilst working to foster an increasing sense of student voice and learner agency. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring the school's values of: Kindness, Respect, Resilience and Persistence.

IMPLEMENTATION

Chilwell Primary School implements its curriculum in a consistent manner. Teaching and learning programs are implemented across the school, following the agreed Instructional Models in Literacy, Numeracy and Specialist subjects. Following the Victorian Curriculum, teachers embed the curriculum in all mandated areas, Literacy, Numeracy which are underpinned by Personal and Social Capabilities, Ethical Capabilities, Intercultural Capabilities and Critical and Creative Thinking.



The Inquiry based curriculum follows a two year implementation cycle in which the core subjects of History, Science, Intercultural Capabilities, Civics and Citizenship, Geography and Technologies are taught using an inquiry approach, fostering student voice and agency.

Specialist subject areas include The Arts (Visual Art and Performing Arts), Health and Physical Education, STEM (Encompassing Science and Technology based learning) and Italian.

At Chilwell Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

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

Pedagogy

The pedagogical approach at Chilwell Primary School maintains students at the centre of all decisions. Wellbeing and inclusion philosophies are embedded to support teachers to develop an inclusive and differentiated classroom program, working with students and their families to develop and maintain strong home / school relationships. Teachers engage in regular, timetables Professional Learning Communities that use the FISO Improvement Cycle to identify student learning needs, develop plans to address identified curriculum and wellbeing needs, to implement, monitor and continually assess the teaching and learning programs taking place.

High Impact Teaching Strategies are used to devise learning plans and teaching sequences to address identified student learning needs, with a focus on catering for all learners.

The Gradual Release of Responsibility Model is implemented across the school to support students to develop skills and strategies and to move towards independence in applying strategies.

The Wellbeing team, including Mental Health and Wellbeing Leader and Disability Inclusion Leader, support teachers to develop Individual Learning Plans, host SSG meetings focused on student strengths and to make adjustments within the school environment to cater for the academic and wellbeing needs of all children.

Assessment

Chilwell Primary School learning programs focus on developing the whole child, making adjustments required to ensure all students can access learning and assessment tasks. Differentiated teaching and assessment methodologies aim to ensure all children achieve success at an individual level. Following the FISO 2.0 model and pedagogical approach, Learning and Wellbeing remain at the core of all teaching, learning and assessment programs. Teachers engage with the FISO Improvement Model, using the model to drive Professional Learning Communities focused on teaching, learning and assessment. Within this, relevant High Impact Strategies are identified and employed to ensure maximum impact on student learning outcomes

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

- Students at Chilwell 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 Chilwell Primary School use a variety of formative and summative assessment (for, of and as learning). Formative and summative assessment feature in each program. Student Self Reflection and Peer Reflection are also used as formative and summative assessment tools.
- Assessment is used in an ongoing manner to inform, adapt, adjust and drive teaching and learning programs in all curriculum areas. Anecdotal data as well as standardised assessments are triangulated to form a complete picture of student learning needs.



- Teachers at Chilwell adhere to the Literacy and Numeracy Assessment Schedules that ensure evidence about student achievement is gathered in a consistent, timely and regular manner. Agreed assessment processes and tasks are documented in whole school and year level planners and include, but are not limited to tests and assignments, rubrics, projects portfolios, moderation tasks, performances, discussions and student – teacher conferencing.
- Assessment tasks are designed to enable students to show their knowledge, skills and understandings, including clear instructions, relevant supporting scaffolds and adjustments. Teachers make modifications to tasks to support students with additional learning needs.
- Teachers engage in regular moderation of student work samples through PLCs and twice yearly whole school agreed moderation tasks, outlined in the Assessment Schedule.
- IEPs are developed for students identified as requiring support and extension. Consistent documentation and timelines are used across the school.

Reporting

Chilwell Primary School reports student progress to parents in line with the Department’s Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Chilwell 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 Chilwell Primary School reports are written in a format and terminology that is easy for parents / carers to understand. It is accessible in digital form.

- Chilwell 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 and Inquiry Based Learning areas (where applicable).
- 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	Process and data used	Responsibility	Timeframe
Whole school	Review day is hosted each year. PLC Teams and ES staff are asked for feedback to drive future teaching and learning programs.	All staff	Yearly
Curriculum Areas	Curriculum Areas are evaluated through yearly review day, data analysis of teaching and learning data and using multiple surveys including Attitudes to School Survey data, PIVOT Survey Data, Staff Opinion Survey, Parent Opinion Survey, NAPLAN, Essential Assessment data and staff feedback.	Leadership Team PLC Leaders Teachers	Yearly



Year levels	PLC Meetings, Term Planning meetings and Whole School Professional Learning Meetings Data includes: Teaching and Learning Data Data for, of and as learning Teacher Judgement Data Naplan Data Essential Assessment Data Anecdotal evidence AToSS, Pivot Survey, School based survey data		Weekly, Termly, Yearly
Units and lessons	Term and Semester Reflections Weekly planning meetings Coaching and Learning Walks PLC Meetings		Weekly, Termly, Semester

Review of teaching practice

Chilwell 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.

POLICY REVIEW AND APPROVAL

Policy last reviewed	16/10/2023
Approved by	Meg Bone
Next scheduled review date	October 2027