

## CURRICULUM FRAMEWORK POLICY

**Date of last review:**

May 2024

**Date of next review:**

May 2027

**Review period:**

Three years



### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Maramba Primary School on 03 9796 7150 or email us at [maramba.ps@education.vic.gov.au](mailto:maramba.ps@education.vic.gov.au)

### PURPOSE

The purpose of this framework is to outline Maramba 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

Maramba 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.

Maramba 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](#)

Maramba 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. At Maramba 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

Maramba Primary School implements its curriculum of:

- English
- Mathematics
- Discovery (humanities and science)
- Physical Education
- Indonesian
- Performing Arts
- Visual Arts
- STEAM (Science, Technology, Engineering and Mathematics)
- Kitchen Garden
- Information and communication technology

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

The Victorian Curriculum will be used as a framework for curriculum development and will be delivered from Foundation to Year 6. Programs will be developed on a termly basis and take into account student needs and DET guidelines.

Maramba Primary School will identify and provide programs that will address the specific needs of students in relation to special learning needs, disabilities and impairments and students from language backgrounds other than English. The curriculum for Foundation to Level 6 will be documented by class and specialist teachers through yearly overviews (English, Mathematics and Inquiry), termly projections and weekly work programs on One Note.

Discovery overviews will be developed over a two-year cycle including the DET Capabilities; Critical & Creative Thinking, Ethical Intercultural and Personal & Social. The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.



The school will provide at least 25 hours student instruction per week, allocated in the following 8 key learning areas:

Key Learning Area:	Allocated Time Per week:
<b>English</b> <i>including VCOP, Little Learners Love Literacy, Maramba Writing schedule, Speaking and Listening and Discovery</i>	600 minutes <i>650 for F-1</i>
<b>Mathematics</b>	400 minutes
<b>Health and Physical Education</b>	50 + 40 minutes
<b>Performing Arts</b>	50 minutes
<b>Visual Arts</b>	50 minutes
<b>STEAM / Information Communication Technology: including mobile devices, ICT lab and STEAM room.</b>	50 + 30 minutes
<b>Discovery: including History, Geography, Science, Environmental Studies, Food Technology, Economics &amp; Government and Citizenship.</b>	150 minutes <i>100 for F-1</i>
<b>Wellbeing</b>	50 minutes
<b>Languages other than English: AUSLAN</b>	30 minutes

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, year level and unit curriculum plans.

### Language provision

Maramba PS will shift to teaching Auslan in the later part of 2024. Auslan is short for Australian sign language, a language developed by, and for, Australians who are deaf or hearing impaired. It's a visual form of communication that uses hand, arm and body movements to convey meaning. Auslan relies on a combination of hand shapes, movements and facial expressions to deliver messages.

### Why?

In Australia:

- about 3.6 million people have some level of [hearing loss](#)
- more than 1.3 million people live with a hearing condition that could have been prevented.



- more than 1 in 3 Australians have noise-related ear damage.
- Aboriginal and Torres Strait Islander children have a much higher rate of ear disease than other children, which can result in hearing loss.

As Australia's population ages, we expect the number of people with a hearing impairment to double to an estimated 7.8 million people in 2060.

(Source: <https://shorturl.at/mqJW6> )

## **Pedagogy**

At Maramba Primary School we have high expectations of our students, our teachers and our community.

As a school community, we acknowledge the importance of nurturing and developing the whole child and not only the academics. Human Literacy is the foundation of our pedagogy and approach to effective teaching and learning. We provide our students with ongoing and rich Human Literacy learning opportunities based on solid research, which assist them to greatly to understand themselves, their ability to relate to their world, and how they can make positive changes and choices that will help them lead healthier and more successful lives. By doing this we ensure the student is ready to engage in the learning.

Classroom teachers and Educational Support Aides work as a Professional Learning Community underpinned by smaller Professional Learning Teams. They collect data from student work and analyse it to identify gaps in student knowledge and skills.

Each Team uses this evidence to continually refine its teaching methods and develop consistent high impact strategies to lift student achievement. The community and each team regularly evaluate its work to make sure the strategies and provisions implemented are having an impact on student growth. Equipping our students with excellent literacy and numeracy skills is one of our core foci.

## **Assessment**

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

Students at Maramba 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. Progress of student growth and learning is rigorously measured by teachers through a variety of assessments:

- Teachers at Maramba 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 Assessment Schedule. 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.
- Maramba 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.

## Reporting

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

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.

- Maramba 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).
- Maramba 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
<b>Whole school</b>	<p>Each Year level and specialist have a One Note folder which has a curriculum framework link to the Victorian Curriculum F-10 achievement standards with the content description and elaboration that they need to complete throughout the year.</p> <p>Each curriculum area has a scope and sequences for the year to refer to.</p> <p>Foundation though to Year 6 which includes the following tabs:</p> <ul style="list-style-type: none"> <li>• Holistic planner</li> <li>• Discovery,</li> <li>• English- Reading and Writing</li> <li>• Mathematics</li> <li>• Indonesian</li> <li>• ICT</li> </ul> <p>In the last 2 weeks of each term, the year level team develop a holistic planner which includes discovery, English, reading &amp; writing and mathematics.</p> <p>The SIT leaders are part of these planning sessions to support teams to plan and cover relevant Victorian Curriculum F-10 achievement standards.</p> <p>Specialist One Note folder which includes the following tabs:</p> <ul style="list-style-type: none"> <li>• Performing Arts,</li> <li>• STEAM,</li> <li>• Kitchen Garden,</li> <li>• Visual Arts,</li> <li>• Physical Education</li> <li>• ACE Space (Tutor program)</li> </ul>	School Improvement Team (SIT)	End of each Term
<b>Curriculum Areas</b>	On each year level One Note folder there is a curriculum folder which has the statement of the relevant content description which need to be taught throughout the year in the	Relevant SIT leader e.g. Literacy, Numeracy and	Fortnightly

	<p>relevant curriculum area e.g. Maths in Year 3 has the level below (level 2) , at ( level 3 ) and above (level 4 &amp; 5) .</p> <p>For example, in Numeracy in Year 3 One Note/ work program the curriculum page has the content description from the Victorian curriculum which is hyperlink to it and the relevant elaborations. This is broken down into Number and Algebra, Measurement and Geometry &amp; Statistics and Probability.</p> <p>As year level teaches the relevant content description, they need to tick it off on One Note and indicate the term and week.</p>	Discovery leader	
<b>Year levels</b>	Participating in planning meeting each week and making sure that the teams are referring to the relevant whole school scope and sequence documents and the Victorian Curriculum F-10 achievement standards.	Relevant SIT leader e.g. Junior leader (Foundation to Year 2), Senior leader (Year 3 to 6)	Weekly
<b>Units and lessons</b>	At the start of each week to review the lesson plan on One Note for that week and are linked to the relevant whole school scope and sequence documents and the Victorian Curriculum F-10 achievement standards.	Relevant SIT leader e.g. Junior leader (Foundation to Year 2), Senior leader (Year 3 to 6)	Weekly

### Review of teaching practice

Maramba 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 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	May 2024
Approved by	Moniba Ehsan Principal
Next scheduled review date	May 2027

