

CURRICULUM FRAMEWORK



PURPOSE

The purpose of this framework is to outline Perseverance 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

Perseverance 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.

Perseverance 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](#)

Perseverance 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.

The programs and teaching at Perseverance Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government

- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and acceptance.

Our curriculum 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 and opportunities.

IMPLEMENTATION

Perseverance Primary School implements its curriculum and class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 60-minute sessions.

Perseverance Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. **Perseverance Primary School** will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

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

Perseverance Primary School will deliver French as a Language, based on the expertise of the staff and passion of our students.

Pedagogy

The pedagogical approach at **Perseverance Primary School** is a wholistic approach. We study our core subjects but we have a rich specialist program: including Physical Education, Art, STEM, French, Music and Library.

We teach in accordance with FISO 2.0 and ensure that the wellbeing component is also met by the Tier 1, Tier 2 and Tier 3 wellbeing programs that are in place.

Assessment

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

Students at **Perseverance 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 **Perseverance 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 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.
- Perseverance Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Profile program (DIP) 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

Perseverance Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Perseverance 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 Perseverance Primary School there will be a number of formal opportunities throughout the year to meet with the teacher but at Perseverance Primary School, we welcome an open door policy and encourage parents to see their child's class teacher with any concerns.

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.

- Perseverance 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).

- Perseverance 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 (both options of in person and zoom are offered) 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	<p>School Improvement Team utilise the tools to ensure the school is meeting requirements for curriculum delivery.</p> <p>Tools:</p> <ul style="list-style-type: none"> • Curriculum Requirement Summary • Victorian Curriculum Planning Spreadsheet • AIP/SSP 	SIT	Biannual
Curriculum Areas	<p>Teams review Viable Curriculum Document and develop overview Scope and Sequence for the year.</p> <p>Tools:</p> <ul style="list-style-type: none"> • Victorian Curriculum F-10 • Curriculum Requirement Summary • Core knowledge unit scope and sequence <p>Data: NAPLAN Benchmark Growth EOI/MOI</p>	<p>Curriculum Teams</p> <p>PLC Teams</p>	Annual
Year levels	<p>Teams utilise the Curriculum Team documents to ensure essential learnings are covered and taught sequentially.</p> <p>Tools:</p>	<p>Year level teams</p> <p>PLC Teams</p>	Term

	<ul style="list-style-type: none"> • Victorian Curriculum F-10 • Curriculum Requirement Summary • FISO Inquiry Cycle • Core knowledge unit scope and sequence <p>Data:</p> <ul style="list-style-type: none"> • NAPLAN Benchmark • EOI/MOI • Teacher Judgement (TJ) • Assessment Data 	Individual teachers	
Units and lessons	<p>Teaching teams utilise the Victorian Curriculum F-10 to plan sequential units and lessons.</p> <p>Tools:</p> <ul style="list-style-type: none"> • Victorian Curriculum F-10 • Curriculum Requirement Summary • FISO Inquiry Cycle • Planning tools/templates • Core knowledge unit scope and sequence <p>Data:</p> <ul style="list-style-type: none"> • Pre and Post data • Teacher Judgement • Assessment data 	<p>Year level teams</p> <p>PLC teams</p> <p>Individual Teachers</p>	Weekly

Review of teaching practice

Perseverance Primary School reviews teaching practice via:

- **Professional Learning Communities:**
 - are utilised to focus on continuous improvement by linking the learning needs of students with the professional practice of teachers.
 - committed to professionalism
 - provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies
- **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	1/6/2023
Approved by	Principal and SIT team
Next scheduled review date	June 2027