



CURRICULUM FRAMEWORK POLICY

PURPOSE:

Wilandra Rise Primary School's vision is to for all students to grow and develop into confident, passionate and curious learner through a supportive and inclusive learning community.

At Wilandra Rise Primary School, we will achieve this vision by providing comprehensive teaching and learning programs that empowers our students to be well balanced local and global citizens who have the personal belief and conviction they can make a difference.

Wilandra Rise Primary School is committed to the safety and wellbeing of all children and young people by providing an environment where they are safe, feel heard and have a voice in decision that impact their learning, development and wellbeing. Wilandra Rise Primary School has zero tolerance for child abuse.

Wilandra Rise Primary School uses the following values which shape and influence our policies and teaching practices:

- Respect
- Responsibility
- Safety
- Compassion

CURRICULUM OVERVIEW:

Wilandra Rise Primary School provides all learners with a planned and structured curriculum to equip them with the essential skills, knowledge and attributes required to complete their schooling and to make a successful transition from school to work, training or further education. Wilandra Rise Primary School implements the Victorian Curriculum inclusive of Levels A-D and F-6 which sets out what every student should learn in their first eleven years of schooling. The Victorian Curriculum F-6 is structured as a continuum across levels of learning achievement, not the number of years of schooling. The allows the development and implementation of targeted and specific learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level based upon age.

The design of the Victorian Curriculum F-6 is:

Learning Areas

- English
- Mathematics
- Health and Physical Education
- Science
- Languages – Spanish
- The Arts
- The Humanities
- Technologies

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Wilandra Rise Primary School is committed to using and implementing the latest research on student learning and best practice to ensure we have the greatest impact on student learning, wellbeing and school improvement through the Framework for Improving Student Outcomes (FISO 2.0) and High Impact Teaching Strategies (HITS).



Our innovative curriculum and our culture of collaboration creates engaging learning opportunities and environments where all students are able to learn to their highest potential. At Wilandra Rise Primary School we use the Explicate Direct Instruction approach for all areas of the curriculum and is consistent across all learning communities of the school. Our instructional model is directly linked to best teacher practice and providing our students with the opportunities for the best educational outcomes. The use of Proficiency Scales allows our students to have voice and agency in their learning, and have the ability to set goals and reflect on their progress and achievements.

IMPLEMENTATION

Wilandra Rise Primary School is dedicated to providing a safe, supportive and inclusive environment where individuality and uniqueness is valued and celebrated.

Wilandra Rise Primary School provides students with a teaching and learning program that address the specific needs of students in relation to gender, additional learning needs, disabilities and impairments, giftedness, students from culturally diverse backgrounds and language backgrounds other than English. Our instructional model emphasizes the development of highly literate, numerate and curious learners. At Wilandra Rise Primary School, learning time is structured into weekly timetables with 300 minutes of learning per day (Mon, Tue, Thu, Fri) and 250 minutes (Wed) broken into 50-minute sessions.

Literacy:

At Wilandra Rise Primary School we believe all of our students can achieve their personal best in Reading, Writing, Speaking and Listening. We provide innovative and engaging learning programs designed to meet the needs of all individual students including; Talk for Writing, Systematic Synthetic Phonics, Little Learners Love Literacy and **Reading Workshops**.

Mathematics:

At Wilandra Rise Primary School we see all of our students as mathematicians. Our instructional model ensures that students are explicitly taught the essential skills, knowledge and capabilities to solve mathematical problems. Our teachers willingly and enthusiastically undertake professional development, engage in coaching, work collaboratively and reflect to ensure they use best research-based practices in their learning programs. We ensure that the mathematical proficiencies of reasoning, problem solving, understanding and fluency are embedded into all mathematics lessons, so that our students can become the best mathematicians they can be.

Language Provision

Wilandra Rise Primary School will deliver Spanish as a Language Program.

Pedagogy

Wilandra Rise Primary School uses Explicate Direct Instruction (EDI) as a pedagogical model to structure learning sequences to support and promote student learning. At Wilandra Rise Primary School our EDI approach involves breaking down complex concepts into smaller, more manageable components, providing step-by-step explanations using clear and concise language to teach specific skills and knowledge. EDI aims to maximise student understanding by having clear structured lessons that incorporate "I do", "We do", "You do" and "Reflection". During lessons, teachers utilise 'engagement strategies' (TAPPLE) to motivate students and hold them accountable for their learning. Our teachers ensure students are doing something every minute, whether it be discussion with a partner, reading text aloud, showing responses on a whiteboard or gesturing. These strategies are designed to keep students actively engaged in their learning. Our teachers ensure the learning tasks they create for students are differentiated to cater for each students learning needs. They use Proficiency Scales to identify the essential skills and knowledge for concepts/areas of the curriculum. Proficiency Scales assist students and teachers in identifying skills which students have achieved/mastered and where their learning needs to go to next.



Teachers at Wilandra Rise Primary School are continually receiving feedback on how to refine and improve their practice to ensure they are getting the best possible outcomes for our students.

Assessment

Wilandra Rise Primary School assess student progress in line with the Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Wilandra Rise 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 Wilandra Rise Primary School use a combination of formative assessment for learning to provide feedback and guide future learning, and summative assessment to determine what students have learnt at the end of unit/sequence of learning. As well as using student self-assessment and reflections.

Teachers at Wilandra Rise Primary School work together in Collaborative Learning Teams to create assessment tasks for curriculum areas and follow the PLC Improvement Cycle process to monitor student learning and progress. In weekly meetings dedicated to Literacy and Numeracy, CLTs will discuss student data collected from these assessment tasks and then together determine the collective and strategic approaches they will implement to ensure the educational needs of all of their students are met.

At Wilandra Rise Primary School teachers will develop Individual Learning Plans (ILP), Individual Work Programs (IWP) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students who are in "Out of Home" care, in consultation with students, parents/caregivers and where appropriate outside agencies.

Teachers at Wilandra Rise Primary School 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 moderation of assessment tasks involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Wilandra Rise Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Wilandra Rise Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the semester, including through twice-annual formal reporting.

To students: Feedback will be given about current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new goals to drive future learning.

To staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about Wilandra Rise Primary School's continuous improvement journey.

To parents: Reports will include teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement and wellbeing so parents are fully informed in relation to the learning and development of the whole child.

Wilandra Rise 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.

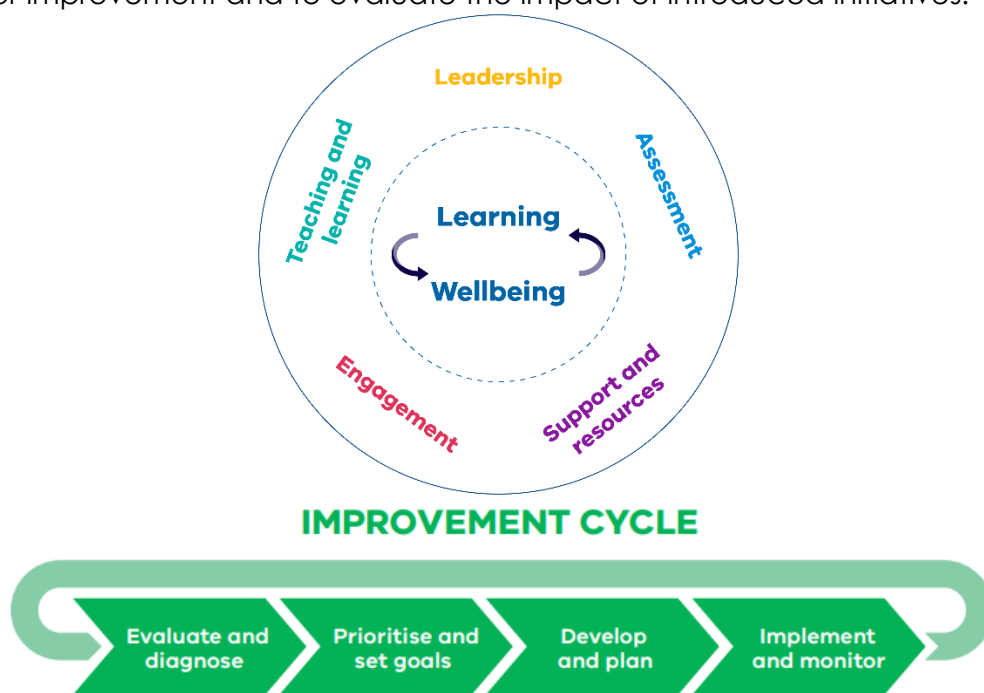
Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

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.

To Community: Student learning outcomes data will be reported in the Annual Report to the School community provided by DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Curriculum And Teaching Practice Review

Wilandra Rise Primary School review curriculum and teaching practice through 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 teaching practice:

Wilandra Rise 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;

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:

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.



Evaluation

Created date	July 2023
Consultation	Principal
Endorsed by	Tina Clydesdale
Endorsed on	August 2023
Next review date	August 2027

To be reviewed as part of the school's three-year review process.



APPENDIX ONE

Review of Curriculum

Curriculum content and effectiveness is reviewed semester by semester throughout the teaching and learning process. This is done through:

- Improvement Cycle conversations and documentation; identifying student need and levels of priority for ongoing teaching, learning and assessments.
- Scope and Sequence; in the areas of Talk for Writing, Numeracy and Literacy (Phonics and Reading) informing whole school curriculum planning.
- Pacing Guides: informing individual year levels content to be taught and revised based on student need and learning growth. This is a flexible document that changes with the needs of each cohort.
- Trackers: ongoing documentation that records and monitors student understanding of concepts taught. This is a fluid and ongoing process for staff to adjust as required.
- Regular feedback from Learning Specialists to classroom teachers informed by observations and CLT discussions.
- Talk For Writing – PMI (Positive Minus and Inquisitive) which occurs at the end of each unit. This information is used to guide the next unit and is reviewed by teachers and the Learning Specialist to drive Professional Learning to build capacity.
- Strategic and regular revision of ILP goals and IWP
- Reporting Process – at the end of each semester
- Each semester TLI students, teachers and learning specialist meet to discuss progress and impact of learning.
- Each semester the principal team analyses teacher judgements against NAPLAN results to inform whole school moderation and evidence of consistency.
- Each semester the principal team analyses student progress and teacher effectiveness to inform our next semester professional Learning direction.

This is an ongoing and fluid process that is adjusted and modified throughout the year.