St Kilda Primary School
Curriculum Framework Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 03 9534 3993

PURPOSE

The purpose of this framework is to outline St Kilda 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

St Kilda 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.

St Kilda 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

St Kilda Primary School is committed to providing exemplary educational opportunities in a stimulating, safe, nurturing environment. St Kilda Primary School's objective is to instil a

love of learning, celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives.

St Kilda Primary School's innovative and adaptive curriculum prepares all learners to be successful. To achieve this, they need to be resilient, be able to work with others, demonstrate a growth mindset, independently solve problems, think outside the box, be curious, know how to learn and to love learning. By embedding a culture of respect and equality, all learners will be equipped with the lifelong skills and knowledge to build and maintain positive relationships and promote equality.

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

St Kilda Primary School implements its curriculum to reflect the holistic needs of students, recognising and catering for different learning styles and celebrating student achievement. We believe that engagement on all levels, emotional, cognitive and behavioural, is required to ensure maximum participation, a sense of connectedness and a personal investment into learning.

St Kilda Primary School implements the Victorian Curriculum inclusive of Levels A-D and F-6 which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The design of the Victorian Curriculum F–6 is set out below:

Learning Areas

- English
- Mathematics
- Science
- The Humanities
- Technologies
- The Arts
- Japanese
- Health & Physical Education

Capabilities

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

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

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.
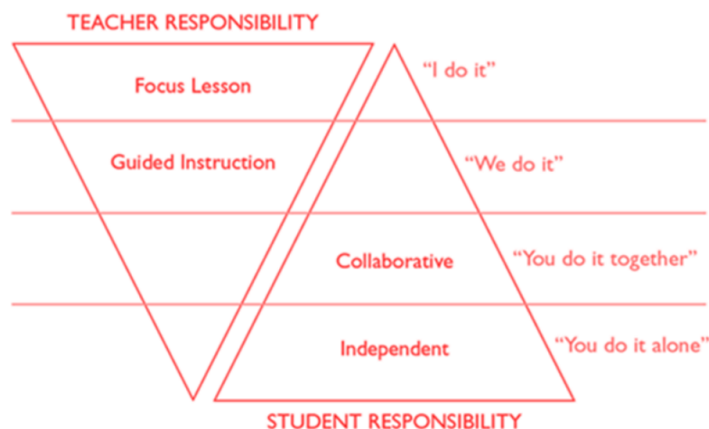
Language provision

St Kilda Primary School will deliver Japanese for 50 minutes per week. Our Japanese Program aims to provide students with opportunities to develop their communication skills in Japanese and explore Japanese culture. Students are immersed in a culturally inclusive learning environment and develop their language skills and cultural understanding through participating in a wide range of activities such as singing, dancing, role-plays, art and craft.

Our Japanese sister school partnership enables our students to broaden their perspectives and enhance their language learning. We strongly believe that our partnership is a vehicle for building intercultural understanding and a sense of global citizenship in both our students, families and staff.

Pedagogy

Instructional Model

St Kilda Primary School's instructional model is designed to allow for consistent and collaborative instruction across all year levels. Our instructional model is primarily based on the Gradual Release of Responsibility. The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey, 2013).

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

Pedagogical Model

At St Kilda Primary School, our pedagogical model empowers our students to:

Engage
- build independence and believe in themselves and their ideas
- respect and value the thoughts and opinions of others
- be resilient, adaptable and persevere when faced with new experiences
- flex their learning muscles by developing habits and attitudes that enable them to face difficulty and uncertainty, calmly, confidently and creatively
- be driven by curiosity where 'learners are infiltrators and shapers of the future'
- take ownership of their learning and develop a disposition towards ongoing learning

Explore
- be active participants in their own learning by exploring and understanding themselves as learners
- be open to different ways of thinking and doing
- experiment, discover and create strong ideas, thoughts and ethics
- collaborate with their peers, experts and leaders industries

Explain
- have a voice, ask questions and respectfully challenge ideas and opinions
- build skills, knowledge, self-confidence and self-efficacy through inquiry

Evaluate
- engage in deep learning experiences that are relevant, authentic and build their competencies (6Cs) using real life problem solving
- be critical and creative thinkers that enable them to pose problems and find solutions to new ambiguities, not just finding an answer to a problem that has already been answered

Elaborate
- become proactive global citizens by being leaders in their class/school/community
- set goals, monitor progress and celebrate achievements
- develop a mindset that will help them thrive in all aspects of their lives

Assessment

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

Students at St Kilda 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.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Teachers at St Kilda Primary School use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

- Teachers at St Kilda 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.
- St Kilda Primary School will develop Individual Education Plans (IEPs) for students

who are part of the Program for Students with a Disability (PSD)/Disability Inclusion Profiling (DIP), Koorie students, students in 'Out of Home' care and others as deemed appropriate, 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.
- At St Kilda Primary School, we use the Seesaw app to capture evidence of learning and growth. Each term, teachers upload evidence from each key learning area to Seesaw and share this with the student's parents/carers as part of our reporting process..

Reporting

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

- St Kilda 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) .
- St Kilda Primary School will use an age related five-point scale for all other areas of the curriculum (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.

Parents and carers will also have the opportunity to meet with our Specialist Teachers and our Intervention and Tutoring teachers to discuss their childs' learning needs, progress and goals.

Additionally, Student Support Group Meetings (SSGs) are conducted to support the learning needs of students who are funded under the Program for Students with Disabilities/Disability Inclusion. SSGs occur on a termly basis in collaboration with the

classroom teacher, parents/carers, Wellbeing Team, and in some cases, support workers and/or external agencies.

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	Reviewing and updating the whole school Assessment Schedule, SKPS Framework for Learning and Teaching, Data Wall and Wellbeing Data Wall ● Teacher Judgement data (Vic Curric, EAL and ABLES) ● NAPLAN data	Principal, Assistant Principal, Learning Specialists, Wellbeing Leader and intervention Teachers	Biannually
Curriculum Areas	Review and update, Scope and Sequences Instructional Model, and Pedagogy and Philosophy Statements ● Teacher Judgement data ● EOI and MOI Data ● NAPLAN data ● AToSS data	Learning and Teaching Team, SIT Team, Learning Specialists, and Year Level Curriculum Leaders	Yearly
Year levels	Developing and reviewing Yearly and Termly Overviews, reviewing and updating the Whole School Key Learning Overview, Developing Seesaw Overviews ● Teacher Judgement data ● EOI and MOI data ● NAPLAN data ● Benchmark Assessment System (BAS) Reading data	Assistant Principal, Learning Specialists, Year Level Curriculum Leaders	Termly
Units and lessons	Reviewing and planning units of work and lesson plans. ● Teacher Judgement data ● EOI and MOI data ● NAPLAN data ● Benchmark Assessment System (BAS) Reading data ● DAL Reading data ● Moderated 'Cool Write' samples	Learning Specialists, Year Level Curriculum Leaders and Teachers	Weekly

	● Essential Assessment Data ● 6C and/or Learning Power data ● Formative assessment/ anecdotal notes		

Review of teaching practice

St Kilda 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:
  - SKPS Framework for Learning and Teaching
  - SKPS Assessment Schedule
  - Whole School Key Learning Overview
  - Pedagogy and Philosophy Statements
  - Curriculum Scope and Sequence
  - 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	September 2023
Approved by	Sue Higgins
Next scheduled review date	September 2027