



CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact [insert school contact details].

PURPOSE

The purpose of this framework is to outline Mullum 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

Mullum 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.

Mullum 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](#)

Mullum Primary School is committed to providing an inclusive, supporting and nurturing community where diversity is valued and celebrated. Our extensive curriculum is designed to ensure all students

are engaged and challenged in their learning and supports students to achieve personal success in core learning areas and encourages them to make positive contributions to society. We support students to strive for excellence and master important literacy and numeracy skills. All students are provided with explicit literacy instruction that begins with phonics and phonemic awareness, moving onto morphology and etymology for spelling and aiding comprehension. Our numeracy focus on the Big Ideas in Numeracy ensures all students have a firm grasp of trust the count, place value, multiplicative thinking and partitioning. The broader curriculum of science, history, geography and health are all embedded in our units of work and provide students with breadth of knowledge in the eight core areas of curriculum. The program is enhanced through the teaching of health and Physical Education, Visual Arts, Performing Arts and Italian.

IMPLEMENTATION

Mullum Primary School implements its curriculum in all classes. At Mullum Primary School class time is structured into a weekly timetable, with five hours of learning per day, broken into five 60 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, term planning documents that are communicated to our parent community each term through a grade specific newsletter.

Language provision

Mullum Primary School has a well established language program that offers all students instruction in Italian.

Pedagogy

The pedagogical approach at Mullum Primary School uses a science of learning approach that links cognitive-science research on how students learn and connects this to practical implications for teaching and learning. Using the principles of the research to understand how students learn new ideas, how they transfer that knowledge from their working memory to their long-term memory and then retrieve it to be used later, is the underlying approach to teaching of literacy and numeracy at Mullum Primary School. This understanding underpins approaches we employ in the classroom including the Science of Reading, Talk for Writing and the Big Ideas in Number.

Assessment

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

Students at Mullum 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 Mullum 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 use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in planning documents. 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 include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers make modifications to the task to cater for students with additional learning needs.
- Mullum Primary School develop Individual Education Plans (IEPs) for students who are part of Disability Inclusion, Koorie students, students in 'Out of Home' care, and other students who are not funded but have a diagnosis, 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 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

Mullum Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mullum 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 Mullum Primary School opportunities for parents/carers and students to review student learning occurs twice per year through a Student-led Walkthrough. This is a designated 30minute timeslot for families to come to the classroom to see and hear about the learning that has been going on in the classroom. In June each year, students and parents are invited to attend a Three-Way Conference to discuss achievement towards the standards. Interpreters are booked for families requiring these.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form and in printed hard copy each semester.

- Mullum 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, Science (where applicable) and other specialist subject areas.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted each year in June, 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	The School Improvement Team meet to review the year overview of curriculum delivery at the beginning of the school year.	<ul style="list-style-type: none"> School Improvement Team 	Annually
Curriculum Areas	Review of content area delivery through classroom and specialist timetables that are reviewed each year and term.	<ul style="list-style-type: none"> School Improvement Team Specialist teachers and curriculum leaders 	Annually Termly
Year levels	Classroom teachers meet to review and plan curriculum each term in a designated planning meeting	<ul style="list-style-type: none"> Classroom teachers 	Termly
Units and lessons	One hundred minute weekly meetings are timetabled for classroom teachers to meet to review the units and lessons planned for the week ahead.	<ul style="list-style-type: none"> Literacy & Numeracy Leaders. PLC Teams Classroom teachers 	Termly and Weekly Daily

Review of teaching practice

Mullum Primary School reviews teaching practice via:

- Professional Learning Communities (PLC), 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

- 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	October 2023
Approved by	Marie Beale
Next scheduled review date	October 2026