



CURRICULUM FRAMEWORK POLICY



Help for non-English speakers If you need help to understand the information in this policy please contact Cheltenham Primary on **03 8585 3200** or cheltenham.ps@education.vic.gov.au

Overview

Curriculum covers all arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Cheltenham Primary School aims to encourage students to strive for excellence in all of their endeavours. Our commitment to 21st century learning and teaching design, offers students the opportunity to develop their curiosity and deepen their transdisciplinary understandings throughout their school life. Our curriculum is thoughtfully planned and explicitly taught to enable students to have voice, agency and leadership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement and include all forms of technology as a tool for learning. A wide range of educational resources and student activities enhance classroom learning. The curriculum is underpinned by formative and summative assessment to identify each child's zone of proximal development and informed by evidence-based research.

Our STEAM (Science, Technology, Engineering, Arts and Mathematics) framework and Guaranteed and Viable curriculum in Literacy and Numeracy allows every child the opportunity to develop both a strong foundation in the essential knowledge, understandings, skills and values on which further learning and adult life can be built and extended learning opportunities to deepen their understandings, skills and values to achieve advanced learning through creativity and real-world application. Our pedagogical approaches stimulate general capabilities for flexible and analytical thinking, social capabilities to manage self and to work with others collaboratively and, the ability to connect learning in a transdisciplinary way.

Cheltenham Primary School's holistic philosophy to education supports the academic, physical, social, emotional and psychological needs of all children and is underpinned by the school's core values of:

Kindness: We model and demonstrate kindness, and take every opportunity to help others that may be in need.

Respect: We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

Responsibility: We accept responsibility individually and collectively, and take responsibility for our actions.

Specialist instruction is provided in the disciplines of Science, Language (German), and The Arts (Visual and Performing Arts); Physical Education and Sport and through our Library and Kitchen classroom programs. Interdisciplinary, personal and social capabilities are addressed within these curriculum areas and supported by a range of camps, excursions, incursions and school initiatives.

The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and district events for example, marine ambassadors.

Our teachers work in Professional Learning Communities (PLCs) across year levels F-6 to ensure that the Victorian Curriculum is implemented across the school. Support is in place for students requiring intervention in Literacy through the development of reasonable adjustments in classes, individual education plans and additional assistance for students F-6 through the school's Early Intervention and Tutor Learning programs or students of high academic potential through our Student Excellence initiative in Years 3-6. Supporting students with transition into school, through school and on to secondary education is a focus within our school.

The school structure comprises a School Improvement Team (School Leaders, Learning Specialists and PLC Leaders) to focus on school improvement priorities outlined within the School Strategic Plan 2019-2022 and Annual Implementation Plans, along with Professional Learning Communities that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

Cheltenham Primary School ensures that the Framework for Improving Student Outcomes (FISO 2.0), a model for continuous school improvement, forms the basis of teaching and learning at the school. FISO 2.0 identifies that effective teaching is the single biggest determinant of student improvement in schools. Effective teaching and learning take place in schools where teachers:

- Have a deep knowledge of the curriculum
- Understand and are capable of teaching each student according to where they are on the learning continuum
- Have skills to analyse data and use that data to inform their teaching
- Use High Impact Teaching Strategies (HITS) to improve student learning
- Believe that every child is capable of learning
- Use Professional Learning Communities (PLC) to develop pedagogical approaches, based on evidence-based research to improve student outcomes
- Embed a culture of thinking across the school

The FISO Improvement Cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation, and adaptation.

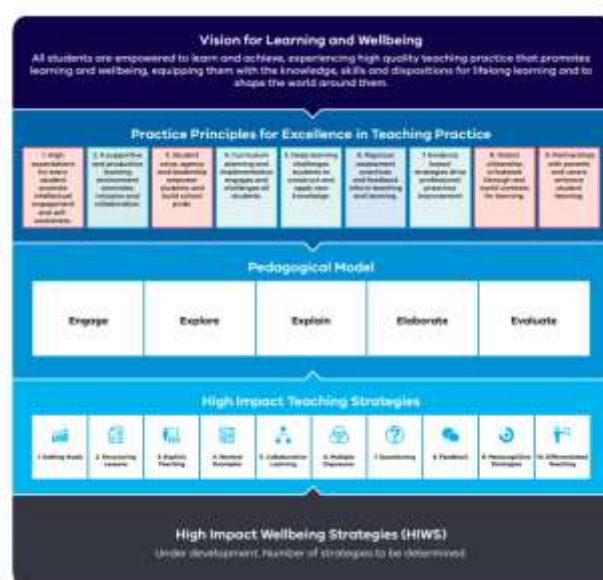


Cheltenham Primary School uses this cycle to plan for effective teaching and learning at both a classroom and school level.

The Victorian Teaching and Learning Model (VTLM) brings the FISO specifically into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice. This model allows teachers and school leaders to focus on high impact improvement initiatives and drive those initiatives through evidence-based decisions about their teaching and student learning.

The VTLM consists of four components:

1. A vision for learning that helps to create a unified set of values and beliefs to drive a high-performance learning culture.
2. The practice principles for excellence in teaching and learning: nine signature pedagogies which make the difference in improving student achievement and motivation.
3. The pedagogical model describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
4. The high impact teaching strategies (HITS) are ten instructional practices that reliably increase student learning wherever they are applied.



All teaching staff at Cheltenham Primary School are expected to apply these understandings to deliver high quality teaching and learning experiences for all students.

Curriculum Guidelines

This policy applies to all school activities, including camps and excursions.

Cheltenham Primary School recognises and responds to diverse student needs when developing its annual curriculum programs and curriculum plan. Reasonable adjustments will be made for students with disabilities in both the planning and assessment of their learning.

The school is committed to providing culturally appropriate and inclusive programs to Koorie students through supporting the development of high expectations and individualised

education plans for Koorie students. Creating an environment that respects, recognises and celebrates cultural identity through our practices and curriculum is also highly valued.

At Cheltenham Primary School, the Victorian Curriculum F-10 is used as a framework for curriculum development and delivery across all year levels from Foundation to Year 6 in accordance with DET policy as well as Victorian Curriculum and Assessment Authority (VCAA) guidelines. The curriculum plan provides 25 hours of student instruction each week. Appropriate time is allocated to all domains each week, with the expectation that the capabilities be incorporated across all domains where possible.

The core and specialist curriculum is organised within Odd and Even weeks (across a fortnight) comprising 6 x 50-minute sessions. The breakdown of the weekly cycle is as follows:

Foundation - Year 6	
Learning Areas	50-minute sessions per week
English - Reading	minimum 4
English - Writing	minimum 4
English – Spelling / Handwriting	minimum 4
Mathematics	minimum 5
Science	1
Physical Education	1
The Arts	1
Languages – German	1
STEAM / Integrated	minimum 2
Wellbeing	minimum 1
Total	30 sessions per week

The school's Guaranteed and Viable Curriculum in Literacy and Numeracy and instructional model (Appendices B and C) ensures that all students have the opportunity to engage in a core curriculum which supports them to achieve personal learning growth. 'Guaranteed' confirms all students have access to the same content, knowledge and skills with equity. 'Viable' makes sure that the necessary time to learn the curriculum content is allocated and protected.

Implementation

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches and the way in which teachers and classes are organised. It also reflects all decisions related to the need for, and use of school facilities and resources.

Each year Cheltenham Primary School maps out its curriculum framework. All students in Years Foundation to Year 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum priorities through our daily, weekly, term and annual planning.

Learning areas	Capabilities
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication • Design English Health and Physical Education The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies <ul style="list-style-type: none"> • Design and Technology • Digital Technology 	Critical and Creative Thinking Ethical Intercultural Personal and Social

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, rubrics, record keeping documentation and common templates are used.

The use of Information and Communications Technologies (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own Digital Learning policy.

The curriculum is implemented in accordance with the school's Time Allocation per Learning Area outline (APPENDIX A).

Student Wellbeing and Learning

Cheltenham Primary School embeds student wellbeing in all learning experiences by aligning student wellbeing practices and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. This is achieved

through the provision of a transdisciplinary and comprehensive curriculum that incorporates the personal and social issues of students into daily learning experiences. The curriculum approaches used are flexible, relevant, inclusive and appropriate; accommodating student developmental needs within the Victorian Curriculum stages of schooling.

Koorie Education

Cheltenham Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students if and when Koorie students enrol at the school, through working partnerships with our Koorie Education Support Officer (KESO) and the local Koorie community to develop an understanding of Koorie culture and the interpersonal relationships within the Koorie community. We support the development of high expectations and individualised learning for Koorie students. We create an environment that respects, recognises and celebrates cultural identity through practice and curriculum; implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Curriculum and Teaching Practice

The school's curriculum is audited and reviewed on an annual and cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and reviews inform future curriculum planning and implementation. Working collaboratively, school leaders and the School Improvement Team oversee teacher practice to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback is a key component of teaching practice improvement.

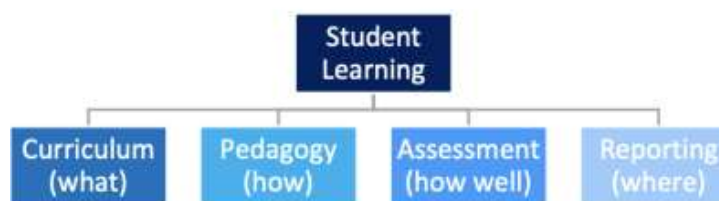
All staff participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school uses DET policy and guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve our methods and practice of teaching.

The implementation of Professional Learning Communities supports teachers to use student learning data to reflect upon and improve their teaching practice.

Student Learning Outcomes Statement

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others. The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.



Curriculum defines *what* it is that students should learn, and the associated progression or continuum of learning. Cheltenham Primary School follows the Victorian Curriculum F-10, including Levels A, B, C, D towards Foundation for individual students.

Pedagogy describes *how* students will be taught and supported to learn.

Assessment identifies *how well* a student has (or has not) learnt specified content. Teachers follow the Cheltenham Primary School Assessment Schedule which is reviewed annually

Reporting *explains* to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to the achievement standards).

Data Collection

The school continuously monitors student outcomes using a variety of assessment strategies and tools that include: NAPLAN; English Online Interview; Mathematics Online Interview, Essential Assessment, PAT Reading and PAT Mathematics. Teachers also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning goals and next steps for learning.

Data analysis

All teaching staff at Cheltenham Primary School implement the school's assessment schedule. A variety of approaches are then used to analyse data at an individual, group, cohort and/or school level. The use of data informs curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plans.

The School Improvement Team works with teachers (at an individual, team or whole school level) to ensure a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning. School Leaders, in consultation with the School Improvement Team, track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus. Our Professional Learning Communities (PLCs) track cohort and individual data to also identify teaching and learning areas that require further focus. Data is tracked to determine student support options for those at risk, that may include developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments. Data is also used to identify students working above the expected level and

to determine school actions or programs that will challenge and extend student learning and achievement.

Data and Achievement Reporting

Data is reported in different ways according to the audience.

For Students: Feedback will be given about current learning and areas for future learning.

For Staff: Both informal and formal data will be used to inform planning and teaching on both a short- and long-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For Parents: Student reports, parent/teacher meetings and electronic student work samples or learning tasks will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.

For Community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website. A community meeting is held each year for the purpose of sharing the School Annual report to interested parties

Program Evaluation and 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.

Teaching teams meet weekly to reflect on practice, data and identify potential curriculum areas that require focus. Data analysed includes, NAPLAN, PAT testing, Essential Assessment, Running Records, school-based testing, and teacher judgments based on learning outcomes in the Victorian Curriculum.

The school undertakes an audit of the curriculum on a cyclical basis or as the curriculum changes using the audit tools from the VCAA. These tools enable the School Improvement Team to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are being addressed. Curriculum audits inform future curriculum planning. Student learning outcomes are reported in the Annual Report to the School Community provided to the Department, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Communication

This policy will be communicated to our school community in the following ways:

- available on our school's Compass portal and website
- included in staff induction processes
- made available in hard copy from school office upon request

Further information and resources

- The Department's Policy and Advisory Library:
- Appendix A: Time allocation per Learning Area (P-6)
- DET School Policy and Advisory Guide:
 - Curriculum
 - Assessment
 - Framework for Improving Student Outcomes 2.0

Policy review and approval

Policy last reviewed	May 2022
Approved by	Principal
Next scheduled review date	May 2025

APPENDIX A

Time Allocations per Learning Area

The F-6 curriculum follows the Victorian Curriculum F-10. The timetable is structured on a fortnightly basis to include Kitchen Classroom. The current school timetable is structured into 50-minute sessions.

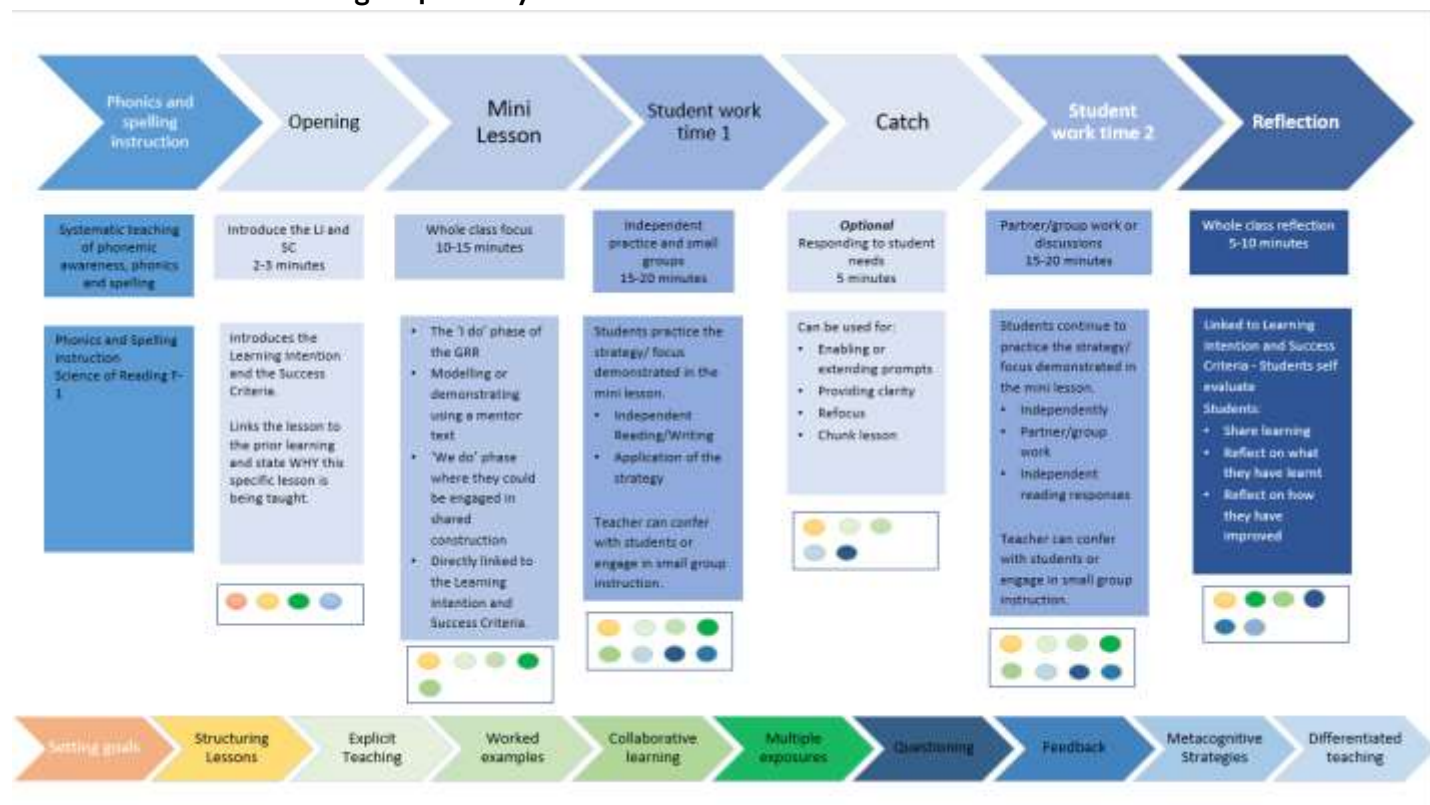
The breakdown of the fortnightly cycle is as follows:

Learning Areas	Foundation to Year 2		Year 3 - 6	
	Foundation	Year 1-2	Year 3-4	Year 5-6
	50-minute sessions per fortnight			
English	28	28	28	28
Reading	8	8	10	10
Writing	8	8	8	10
Spelling	8	8	6	6
Handwriting	4	4	4	As required
Maths	10	10	10	10
STEAM / Integrated	4	4	4	4
Wellbeing	4	4	4	4
Specialists	9	9	9	9
Science	2	2	2	2
Languages – German	2	2	2	2
The Arts - Visual (T1/T3) - Performing (T2/T4)	2	2	2	2
Health and Physical Education	2	2	2	2
Kitchen Classroom	1	1	1	1
TOTAL	55	55	55	55
Additional school programs that operate within this structure				
Assembly	1	1	1	1
Library	2	2	2	2

Additional Year/Zone Level specific	Buddies Cyber safety PMP (Perceptual Motor Program) Swimming Incursions/excursions	Circle Time Cyber safety 1/2 Sport Swimming Incursions/excursions	Sport activities Circle Time Cross-country /Athletics Swimming Camp Incursions/excursions	Buddies Interschool sports and Lightning Premierships Secondary School Orientation Program Beach Swimming Cross-country/Athletics Camp Incursions/excursions
--	---	---	--	---

APPENDIX B

Instructional Model English | Literacy



APPENDIX C

Instructional Model Mathematics | Numeracy

<div> <div>Warm up 5-10 mins</div> <div>Mini Lesson 10 mins</div> <div>Independent Work Time 20-30 mins</div> <div>Focus Groups</div> <div>Reflection 5-10 mins</div> </div>					
Structure of the numeracy lesson	Proficiencies	Teaching strategies	Role of the teacher	Role of the student	
3-10 minutes	Warmup	You do it together: Collaborative learning <ul style="list-style-type: none"> Open ended task Fluency Differentiated 	<ul style="list-style-type: none"> Introduce warm-up Explicitly teach game / rules / fishbowl Monitor / roam Creating a numeracy mindset 	<ul style="list-style-type: none"> Engage in the activity Challenge each other Support each other Work cooperatively 	
10 minutes	Explicit Teaching	I do it: Direct Instruction <ul style="list-style-type: none"> Learning Intention Success Criteria Modelling Revising prior knowledge 	<ul style="list-style-type: none"> Explicitly teach the concept Revise content / lesson Introduce vocabulary Model using materials Think aloud Make connections with real-world 	<ul style="list-style-type: none"> Active listening Observing Asking clarifying questions Engaging Understanding the connection to LI and SC 	
20-30 minutes	Independent/Focus Task Depending on the year level, the amount of Time on Task may vary.	We do it: Guided instruction <ul style="list-style-type: none"> Guided groups Does not have to relate to the whole class activity You do it independently: Independent practice <ul style="list-style-type: none"> Identify students point of need Students work independently You do it together: Collaborative learning <ul style="list-style-type: none"> Differentiation Open-ended Ability based Strategic grouping Collaboration 	<ul style="list-style-type: none"> Explicitly teach concepts within small groups Support / extend students Initiate discussions Model using materials Think aloud Scaffolding Set differentiated tasks Roam / support Check in Clarify confusions Provide feedback Determine level of understanding Assessment Stop and reflect / share 	<ul style="list-style-type: none"> Ask and respond to questions Justify thinking and processes Practice skill/concept Engage in session Complete the process Stay on task Work independently, in pairs or in small groups = collaboration Persevere Access prior learning to complete tasks Take responsibility for outcomes Growth mindset Practice Develop metacognitive skills 	
5-10 minutes	Reflection This can be done during the session to reflect. Give students time to share strategies or self-reflect before the end of the session	You do it together: Collaboration <ul style="list-style-type: none"> Reflection Success Criteria Questioning 	<ul style="list-style-type: none"> Link back to LI and SC Give feedback / evaluation Ask questions Develop metacognitive strategies 	<ul style="list-style-type: none"> Reflect / evaluate Share ideas / strategies / learning Growth mindset Using language Develop metacognitive strategies Where to next / setting goals 	