



CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Killara 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.

OVERVIEW

Killara Primary School aims to develop confident, resilient and curious learners who thrive on challenges and embrace opportunities.

Killara Primary School pursues a culture of excellence – 'Our Best – Every Child, Every Day', and fosters a stimulating learning environment which engages and challenges students to achieve personal success and make positive contributions to society.

Killara Primary School will ensure 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. The FISO 2.0 identifies that effective teaching is the single biggest determinant of student improvement in schools. Effective teaching and learning takes place in schools where teachers:

- Have 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
- Have the skills to utilise 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
- Use and understand that the Inquiry Improvement Cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation, and adaptation.

At Killara Primary School, teachers and school leaders focus on high impact improvement initiatives as described in the Victorian Teaching & Learning Model (VTLM) and drive those initiatives through evidence-based decisions about their teaching and student learning:

1. A vision for learning helps 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 are 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 Killara Primary School will utilise these understandings to deliver high quality teaching and learning experiences for all students.

At Killara Primary School, our curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our curriculum is planned and taught sequentially and allows students to have voice and agency 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.

Killara 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.

Killara 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 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](#)

IMPLEMENTATION

Killara Primary School's curriculum is comprehensive and provides a strong focus on literacy and numeracy, together with a well-developed integrated approach to the teaching & learning in History, Geography, Civics & Citizenship, Technologies (Design & Digital), Science (Biological, Chemical, Physical & Earth & Space Science), Health and Japanese.

These curriculum areas are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content as identified in the Victorian Curriculum. Specialist teachers provide instruction in Performing Arts, Visual Arts, Physical Education and currently, STEM. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by camps, incursions and excursion initiatives. The school is an active participant in district sport competitions, as well as providing opportunities for students to participate in community events.

To support the delivery of the curriculum at our school, we access and select a wide range of suitable educational resources which are consistent across the school and undertake a range of student assessment and reporting activities, as identified in our Assessment Schedule.

The school has developed a unified approach to collaborative curriculum planning which ensures consistency across each cohort and the school. There is a shared understanding on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers. Student data is analysed regularly by teachers during their collaborative curriculum planning, and in PLCs.

At Killara Primary School, class time is structured into a weekly timetable, with five sessions of learning per day, broken into 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level, and the approximate time allocations for each learning area, is provided below and in our whole school curriculum plans.

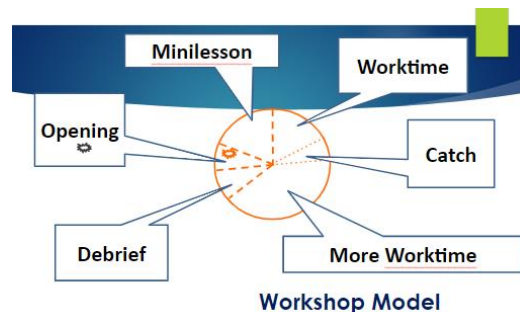
Learning Area		Minimum Hours per week	
		Prep – Year 2	Year 3- 6
English	<ul style="list-style-type: none"> - Reading and Viewing - Speaking and Listening - Writing 	12.5 (including Library)	11.5 (including Library)
Mathematics	<ul style="list-style-type: none"> - Number and Algebra - Measurement and Geometry - Statistics and Probability 	5	5
Integrated/ Inquiry	<ul style="list-style-type: none"> - The Humanities (History, Geography, Civics & Citizenship) - Science - Technologies - Capabilities - Cross curricula links 	2	2
Social and Emotional Curriculum	- SWPB /SEL	30 mins per week or 1 hr per fortnight	30 mins per week or 1 hr per fortnight
LOTE	- Japanese	30 mins per week or 1 hr per fortnight	30 mins per week or 1 hr per fortnight
Health & Physical Education	Specialist Program	1	1
Performing Art	Specialist Program <ul style="list-style-type: none"> - Music - Dance - Drama - Media 	1	1
STEM	Specialist Program	1	1
Visual Arts	Specialist Program	1 hr per fortnight	1 hr per fortnight
Sport	Classroom teacher scheduled	1	2
TOTAL 25 hours			

Language provision

Killara Primary School will deliver Japanese as a Language, based on the skills and aptitude of the staff. KPS have currently applied for an exemption due to the unavailability of suitably qualified teachers.

Pedagogy

Killara Primary School uses the Workshop Instructional Model and the Gradual Release of Responsibility approach. The Workshop model provides a structure for intentional teaching. Each aspect of the model represents a division of time and the workshop functions as a schedule that facilitates explicit instruction and gathering data about students throughout.



Assessment

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

Students at Killara 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 Killara 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.
- 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.
- The Assessment Schedule includes a suite of formative and summative assessments, including PAT-R, PAT-M, Fountas & Pinnell/Running Records, VCAA On-Demand Testing Reading & Number & Algebra, English Online Interview, Mathematics Online Interview)
- Killara Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), 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

Killara Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Killara 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 Killara Primary School, student achievement and progress will be formally reported to parents in a written format twice per year (June and December). The report format will be easy for parents/carers to understand and will be accessible as a hard / paper copy sent home and in digital form. Killara 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).
- 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.

CURRICULUM AND TEACHING PRACTICE REVIEW

Review of curriculum

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 occurs withing the Learning team established yearly to oversee curriculum development across the school. The Learning team is led by the Principal / Learning Specialist and made up of a cross-section of teachers from each cohort. The Meeting Schedule identifies when the Learning team will meet (after school sessions).

Review of teaching practice

Killara 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.

COMMUNICATION

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

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

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 framework / scope & sequence documents
 - unit plans/sequence of lessons (collaborative planning documentation)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Approved by	Principal
Next scheduled review date	May 2027