

Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Roslyn Primary School

Purpose

The purpose of this framework is to outline Roslyn 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

Roslyn 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.

Roslyn 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](#)

Our Mission

Future making for everyone

Our Vision

At Roslyn Primary School we encourage everyone to strive to achieve their greatest potential to make a positive contribution to a diverse and ever changing local and global society. In embracing our school's motto of 'Rocketing to Success', we will endeavour to develop creative, innovative individuals, who will embrace the challenges of the future.

Motto

We aspire to be a school renowned as a vibrant community that lives the school's motto of '**Rocketing to Success**', in all our thoughts and actions.

Our Values

'Respectful' Showing respect means you act in a way that shows you care about yourself, the feelings and wellbeing of others and the environment that we live in

'Optimistic' When we are optimistic we expect the best, maintain a positive outlook and are open to new ideas

'Creative' We are creative when we problem solve and produce something using our talents and imagination, while being agile in our mindset and flexible in thinking through solutions

'Kindness' We show kindness when we behave in a friendly, generous and considerate way showing empathy towards others and ourselves.

Roslyn Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Roslyn Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives in order to have them ready for agile and adaptive problem solving. 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 Roslyn Primary 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

Each year Roslyn Primary School will map out its curriculum plan. All students Years Prep – 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum priorities through our daily, weekly, term and annual planning. The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understandings of the whole school curricular. Extensive documentation includes curriculum scope and sequence, assessment schedule, reporting statements, term overviews, unit plans and weekly planners.

The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the principal in developing curriculum delivery and programs. A Strategic Improvement Team and Leadership Improvement Team meet regularly to discuss school improvement and provide advice to the staff as a whole.

English

- English learning encompasses the modes of Reading and Viewing, Writing, and Speaking and Listening as outlined in Victorian Curriculum.
- It is expected that a two hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.

Mathematics

- Mathematics teaching encompasses the areas of Number, Algebra, Measurement, Space, Statistics and Probability as outlined in Victorian Curriculum Mathematics Version 2.0.
- It is expected that an hour numeracy block be scheduled each day. This could be integrated across other areas of learning.

Health and Physical Education

- In accordance with DE policy, Roslyn Primary School will mandate the following times to Physical Education:
 - P-2: 1 hour session each week; Prep additional 30 minutes per week as PMP.
 - 3-6: 3 hours per week of physical education and sport with 60 minutes for physical education.
- The school will participate in other sport events such as: summer sport, winter sport, athletics and cross country.
- The swimming program will run once per year for each year level.
- The Physical Education program will be supplemented by outside sporting associations that may run clinics in Physical Education sessions to support the development of specific sporting skills.
- The school will integrate Health Education, Life Education and Drug Education into the curriculum, in accordance with DE policy. Other health related topics that the school will cover include Healthy Eating, Student Wellbeing (e.g. Zones of Regulation, Respectful Relationships, Catching on Early (5/6) and School Wide Positive Behaviour Matrix. For more information see:

<https://www2.education.vic.gov.au/pal/physical-and-sport-education-delivery-requirements/policy>

Languages

- According to DE policy, schools must provide tuition in languages from Prep to Year 10 by a suitably qualified teacher and report student achievement from Level 4 onwards.
- At Roslyn Primary School the Language is Indonesian.

Cross-curricular Priorities

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10.

Specialist Classes at Roslyn

Art

The Visual Art curriculum is divided into 4 strands:

1. Explore and Express Ideas
2. Visual Arts Practices
3. Present and Perform
4. Respond and Interpret

All 4 strands are to be used in conjunction with each other and not as 'stand alone' areas of curriculum.

Music

The Music curriculum is divided into 4 strands:

1. Explore and Express Ideas
2. Music Practices
3. Present & Perform
4. Respond and Interpret.

All 4 strands are to be used in conjunction with each other and not as 'stand alone' areas of curriculum. The Music program uses both the Orff and Kodaly methods of music learning. Every year we hold a Celebration on the Court event where students perform for the school community.

The curriculum covers performing on instruments, singing and movement. The music program utilises an array of instruments: marimba, ukulele, boomwhacker, handbells, untuned and tuned percussion. Assessment documents and crosschecks are kept in a blue folder inside the large cupboard next to the teacher desk.

LOTE (Indonesian)

The Indonesian curriculum is divided into two strands, Communicating and Understanding. We cover both of these strands every week in Indonesian class and focus on both of these equally. Learning to speak Bahasa Indonesia is at the forefront of each session, however, Indonesian culture is embedded into each lesson. During Indonesian sessions, both the teacher and students speak in Indonesian as much as possible. Indonesian Independence Day is celebrated each year with a special activity between all year levels. Assessment documents are kept in a F-2 and 3-6 folder and updated on a regular basis.

Physical Education

From 2024, Physical Education will be offered as a specialist subject.

Other Curriculum Areas at Roslyn

Inquiry

Our Inquiry program encompasses the Humanities and Science domains in the Victorian Curriculum. This works on a two year cycle:

	Odd year	Even year
Term 1	Diversity, Inclusion and Equity	Diversity, Inclusion and Equity
Term 2	Biological Science	Chemical Science
Term 3	Geography	History
Term 4	Earth and Space Science	Physical Science

Classroom teachers work with our Inquiry Leader and Curriculum Leader to plan a program that includes knowledge building, student voice and opportunities for personal interest exploration. Our Inquiry content is integrated with our English and Mathematics curriculum for a cross-curricular approach which helps students to more deeply understand the concepts being taught.

STEAM

Our STEAM program encompasses the Technologies domains in the Victorian Curriculum:

- Design and Technologies
- Digital Technology

Classroom teachers and specialist teachers find opportunities to connect the Inquiry focus (see above) with a STEAM investigation or skill development opportunity. From 2023, STEAM is moving back into the classroom to enable further opportunities for students to explore these concepts and skills within the inquiry program.

Inclusion

The Department of Education and Training and Roslyn Primary School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Roslyn Primary School will liaise with DE to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Pedagogy

The pedagogical approach at Roslyn Primary School empowers teachers to use a combination of explicit instruction and inquiry learning. Teachers build their capacity about pedagogical moves they can make, and intentionally make decisions about what will be the best approach for the learning task and the group of students. English and Mathematics is generally taught using an structured, explicit instruction model as students are 'novice' learners for much of this content. Our Inquiry/STEAM classroom program is taught using an inquiry model to facilitate learning and development around problem-solving, risk-taking, creativity and collaboration.

Assessment

Roslyn Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. Students at Roslyn 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 Roslyn 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 whole school assessment schedule in Google Drive. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences. 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.

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.

Roslyn Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD)/Disability Inclusion Profile Program (DIP), 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.

The Strategic Improvement Team and Leadership Improvement Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Professional Learning communities (PLC's) will meet weekly to track level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Essential Assessment, DIBELS, school based testing, and teacher judgments based on learning outcomes in the Victorian Curriculum.

Reporting

Roslyn Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Roslyn Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term through Progress Reports, and our twice-annual semester reporting. The reports will be in a written format easy for parents/carers to understand and will be accessible in digital form via Compass.

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).

Roslyn 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](#). If required, ABLES will be used to assess students. Abilities Based Learning and Education Support (ABLES) is an assessment and reporting suite that allows teachers to identify and monitor the learning readiness and progress of students with disability and diverse learners.

Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders. Parent-teacher interviews will be conducted at the beginning of the year for parents to share key information with teachers. In term 3, student-led conferences will be held so that students can share their progress and achievement. Interpreting services will be made available where required.

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.

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	Leadership reviews learning from Professional Development regarding best practice for students. This is critically analysed for efficacy related to our student needs. Further research and learning is conducted, and if appropriate changes are made. Some recent changes resulting from this process include Structured Literacy and Problem-solving Maths.	Strategic Improvement Team and Leadership Improvement Team; Curriculum Leader	In-line with AIP or SSP requirements
Curriculum Areas	Any changes to the Victorian Curriculum is reviewed (eg. change to Mathematics Version 2.0) Staff feedback and student engagement information	Curriculum Leader	Yearly for the Mathematics and English scope and sequences, completed in term 4

Term planners	Teams refer to the scope and sequences to create each term planner. These aren't reused, but are informed by student needs and the scope and sequence.	Teaching teams with the Curriculum Leader and Inquiry Leader	Planning Day, once per term
Units and lessons	Through the PLC improvement cycles and through team discussions, teachers consider student data, teacher skill and the Victorian Curriculum to plan their weekly lessons.	Teaching teams	Weekly

Review of teaching practice

Roslyn 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](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	11/2023
Approved by	Mary Hutchison, Principal
Next scheduled review date	05/2027

EVALUATION

This policy was introduced to the School Council in Nov 2023 and will be reviewed in June 2027.
This policy does not require School Council approval.