

# Woodend Primary School (Woodend Campus & Carlsruhe Annex) Curriculum Framework

August 2024 – August 2027

## PURPOSE

The purpose of this framework is to outline Woodend 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

Woodend 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.

Woodend 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](#)

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

Woodend Primary School implements its curriculum by providing sequential learning and teaching programs that deliver a comprehensive and inclusive curriculum to all students, whilst working to foster an increasing sense of student voice and learner agency. We have high expectations for all of our students, academically, socially and culturally by striving for excellence and honouring our school values of Be a Learner, Be Respectful, Be Responsible, Be Safe.

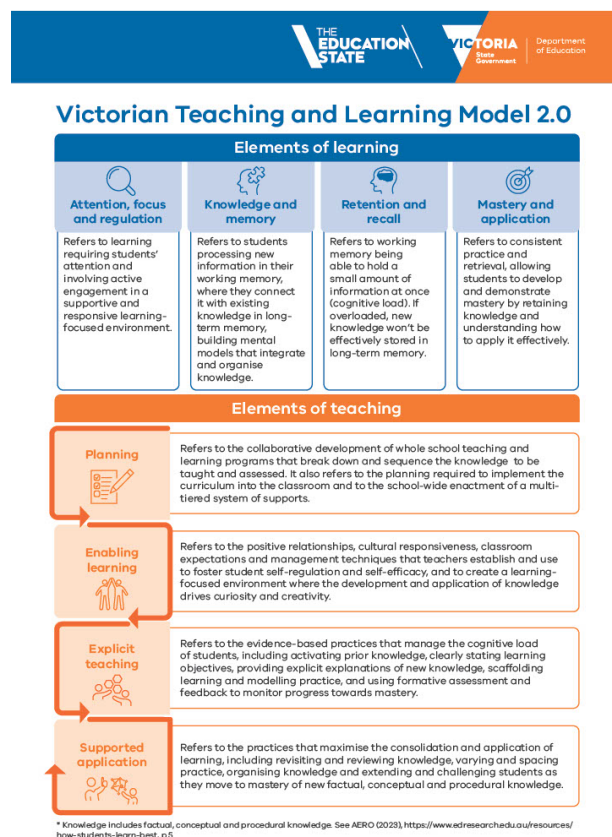
Woodend Primary School provides a comprehensive curriculum with a strong focus on building Literacy and Numeracy abilities. In addition to the English and Mathematics programs, we have a scope and sequence which addresses the curriculum areas of The Arts, Languages, Health and Physical Education, Humanities, Science and Technologies. Specialist teachers provide instruction in Health and Physical Education, Social and Emotional Learning, Visual Arts, Performing Arts and French. While Social and Emotional Learning is taught as a specialist subject utilising Resilience, Rights and Respectful Relationships, Kimochis and the Berry Street Education model, personal and social capabilities are addressed across the curriculum and throughout the school day as required. This is also supported by our camps, incursions and excursions programs as well as our interschool initiatives. Our school is an active participant in district sporting competitions.

The teachers work as teams to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support staff, the development of Individual Education Plans and modified programs for individual students, provide the additional support for our students when it is needed. At Woodend Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 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.

## Pedagogy

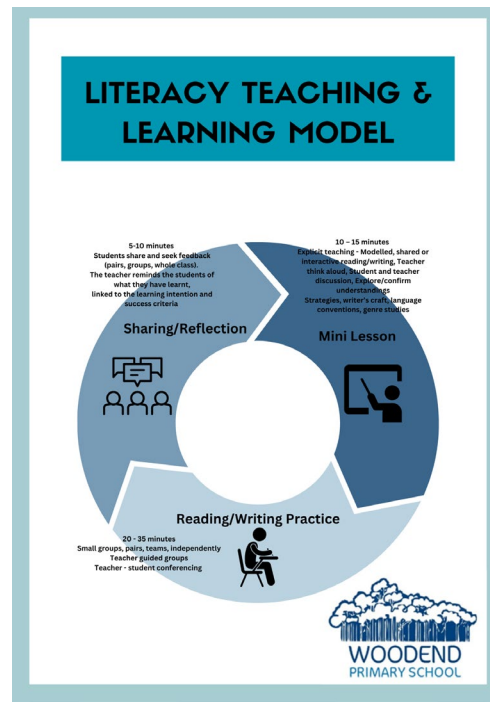
The pedagogical approach at Woodend Primary School is based on the expectations of [FISO 2.0](#) and the [Victorian Teaching and Learning Model 2.0](#). Teachers plan and incorporate the [High Impact Teaching strategies](#) and [High Impact Wellbeing strategies](#) into their teaching and learning practices across all curriculum domains to meet the diverse learning needs of all students.



## Mathematics Instructional Model



## English Instructional Model



## Assessment

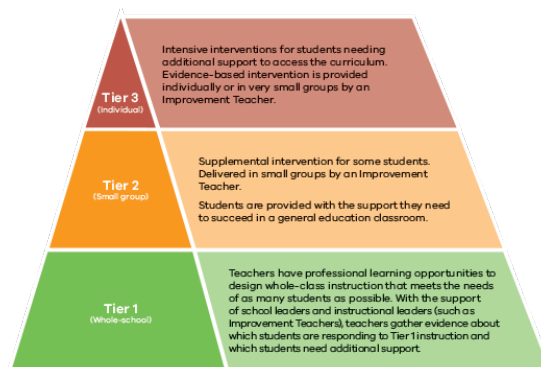
Woodend Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Woodend 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. Woodend Primary School has a documented assessment schedule which is regularly reviewed to ensure assessments support teachers to collect evidence of student levels of achievement. Assessment take various forms and are modified where necessary to allow all students to be able to be fairly assessed. Some of the current assessment tools include NAPLAN, Mathematics Online Interview, PAT- Reading, PAT- Maths, writing moderation tasks, Letters and Sounds phonics assessments, DIBELS and Fountas and Pinnell.

Teachers are supported to develop formative assessment practices to ensure consistent collection of data and make sure evidence of learning is collected and they are able to provide feedback and set learning goals. Teams meet as Professional Learning Communities (PLCs) on a weekly basis to review data and evidence of student learning to support their planning for learning. They utilise an improvement cycle and take collective responsibility for student improvement.



Teams collect and securely store student data electronically to facilitate these discussions and identify students who may require additional support, intervention or specialised assessments. PLCs are categorised as a Tier 1 support in the Response to Intervention (RTI) framework as they provide a timely method to identify and devise intervention or extra support.



- Teachers at Woodend 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 Term and Weekly Planners. 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.
- Woodend Primary School will develop Individual Learning/Education Plans (ILP/IEPs) for students who are part of the Disability Inclusion program, 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

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

- Woodend 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).
- Woodend Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

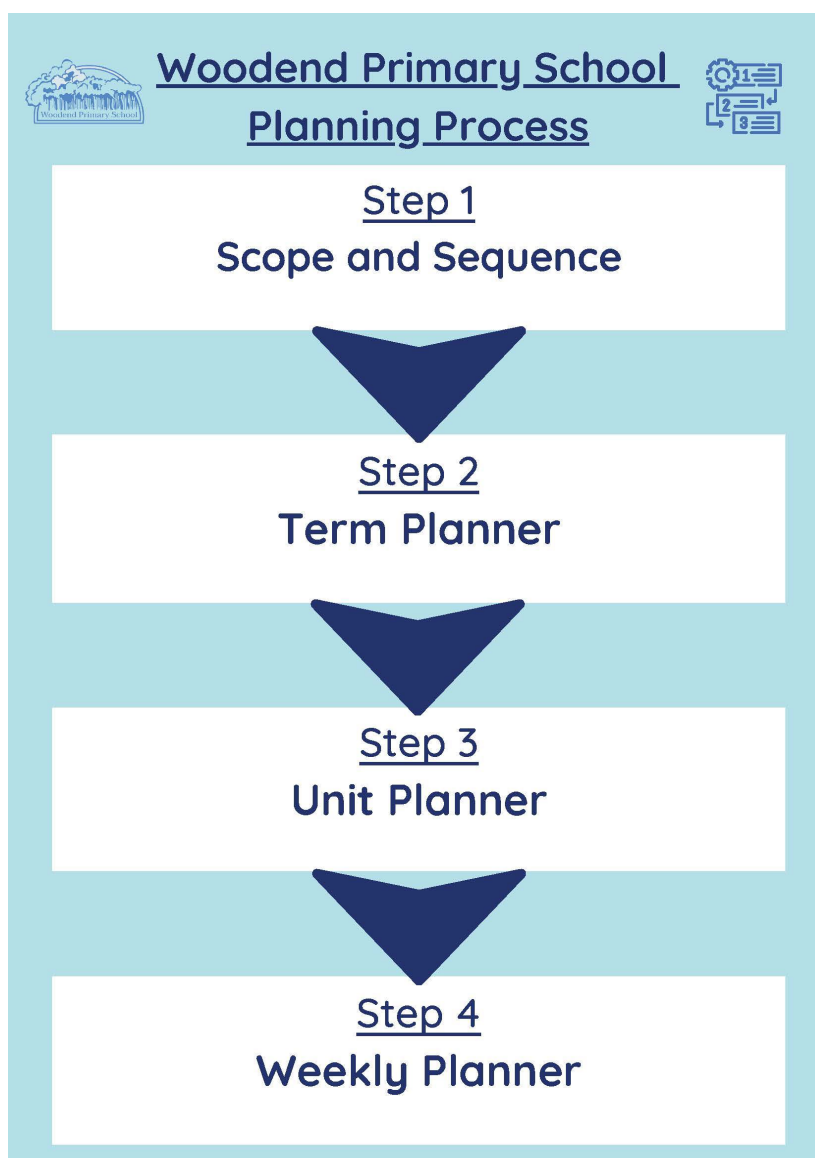
Parent-teacher interviews, are conducted twice-yearly, they enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

### **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**

The school's curriculum programs will be reviewed on a cyclical basis to ensure it aligns with the Victorian Curriculum. Curriculum audits and reviews will inform future curriculum planning and implementation. The teaching staff will work together to create a culture of learning, collaboration and continuous improvement. All documents are saved in a shared location that is accessible to all members of staff and the school leadership.



Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Scope and Sequence in Key Learning Areas</b>	Scope and sequences reviewed when Victorian Curriculum changes and each year as implemented. During team term planning time and allocated staff professional learning sessions.  Learning specialists ensure alignment between learning areas.	Learning area leader and PLC Teams	As required and at the end of each term or the end of the year planning day.
<b>Term Planner</b>	Utilising the scope and sequence documents to create sequence of learning, ensuring integration of curriculum where possible eg. reading and writing genres fit with inquiry learning focus. Created during term planning days. Teams bring student data to support entry points for learning.	Professional Learning Communities  and learning area leaders	Planning day at the end of each term
<b>Unit Planner</b>	Created for specific units of work during term planning days and continued during weekly team planning.	Professional Learning Communities	Planning day at the end of each term and during weekly team planning time
<b>Weekly Planner</b>	Developed each week during team planning time, more detailed weekly planning for delivering outcomes identified in Term planner, consideration of current student learning needs based on data and evidence collected may lead to modifications to intended teaching and learning program. PLC discussions will impact the direction taken.	Professional Learning Communities	Team planning sessions each week

### Review of teaching practice

Woodend 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 \(including variation to hours\)](#)

- This policy should be read alongside:
  - Scope and sequence documents for 8 key learning areas
  - Year level Term planners
  - Year level weekly planners

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	October 2024
Approved by	Elissa Campbell
Next scheduled review date	August 2027