



CURRICULUM FRAMEWORK

MILDURA SOUTH PRIMARY SCHOOL



Help for non-English speakers

If you need help to understand the information in this policy please contact Mildura South Primary School on 50232148

PURPOSE

The purpose of this framework is to outline Mildura South'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

Mildura South 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.

Mildura South 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](#)
 - [Languages Education](#)
 - [Strengthened approach to Holocaust education](#).

Mildura South Primary School vision is

We bring our best selves to school and we love the work that we do.



VISION

Mildura South Primary School's mission is:

- All students can achieve high standards given the right time and the right support
- All teachers can teach to high standards given time, coaching, professional learning and the right assistance
- High expectations, teaching to the point of need and early ongoing intervention are essential
- All leaders, teachers and students can articulate what they are learning and what success looks like

Clarity Lyn Sharratt 2019

In order to achieve this mission we **Search for the TRICK to live PERMA**

SEARCH

Strengths

Emotional Management

Awareness

Relationships

Coping Strategies

Habits and Goals

TRICK

Teamwork

Respect

Integrity

Courage

Kindness



PERMA.

Developing:

Positive Emotions

Engagement

Relationships

Meaning and

Achievement

in our everyday life at school.

Mildura South 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 Mildura South our 21st century 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 at point of need 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 our school we access and select a wide range of suitable educational resources, set home reading that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Mildura South implements its curriculum based upon Faces On Data, teaching every child at their point of need. This not only Foundation to Year 10 but includes the developmental stages of Ables A,B,C and D.

At Mildura South:

- All students undertake year-long programs in English, Mathematics, Physical Education and Outdoor Education.
- All students undertake Science
- All students undertake Humanities disciplines (History, Geography)
- Grade 3 to 6 students undertake Civics and Citizenship and Economics and
- All students undertake programs in Visual Art and Performing Arts
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake the language of Italian
- The Four Capabilities of Critical and Creative Thinking, Ethical, Intercultural, Personal and Social are integrated into all subject areas.
- Resilience, Rights and Respectful Relationships are taught Foundation to Grade 6

At Mildura South, class time is structured into a weekly timetable, with 5 hours of learning per day. A breakdown of time allocated to each learning area is documented below:



| Domain | Hours/ mins Per Week |
|---|----------------------|
| English | 10 Hours |
| Mathematics | 7 Hours and 30 mins |
| Sciences | 30 mins |
| Humanities | 30 mins |
| The arts | 1 Hour and 30 mins |
| Languages | 50 mins |
| Health and Physical Education | 3 Hours |
| Information and communication technology, and design and technology | 1 Hour and 10 mins |
| Total | 25 |

Language provision

Mildura South will deliver Italian as a Language.

Pedagogy

The pedagogical approach at Mildura South is that each child receives Guided Maths, Guided Reading and Guided Writing Sessions throughout the week. When students are not participating in Guided Sessions, they are working independently, practising the skill, knowledge or understanding that was taught in their guided session. During this time, the teacher is stepping out of the guided group to give timely feedback and to ask the students, 'What are you Learning?' and 'What does success look like?'

Assessment

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

Students at Mildura South 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 Mildura South use a combination of formative assessment for learning (to focus feedback and guide future learning) using Faces on Data 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.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings at every child's point of need.
- Mildura South 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.
- Staff will participate in moderating work samples so that they can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Mildura South reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mildura South 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 Mildura South, four Learning Tasks are uploaded each term to Parents via Compass. These Learning Tasks have a Praise and Prompt based upon the skill, knowledge and understanding that the student has been working on. Each Term there will be a Reading, Writing and Mathematical Learning Task and the fourth will be chosen from another area of the Victorian Curriculum.

Twice yearly a report will be in a written format which is 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.

- Mildura South 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](#). Reporting can also include the Developmental Stages of Ables A,B,C and D.
- 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, Humanities, Health and Physical Education, The Arts and the Four Capabilities.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Student Support Group meetings are also held each term for students with disabilities and children in out of home care. These meetings can also be held for students with diverse learning needs, children who are at risk with behaviour or attendance related issues.

Three Way Conferences, conducted yearly, enables the student, parent and the teacher the opportunity to discuss the students’ progress and how they can continue to be supported at home. By using the Three Way Conferences all stake holders have a voice. Interpreting services will be made available for where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO 2.0 and the FISO 2.0 improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

| AIP | Process and data used | Responsibility | Timeframe |
|-----|-----------------------|----------------|-----------|
|-----|-----------------------|----------------|-----------|



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|-----------------------------------|--|-------------------------------------|--------|
| Annual Implementation Plan | Each year the Annual Implementation Plan is reviewed and reflected upon. Data reviewed includes, Teacher Judgement based upon the Victorian Curriculum. Pat Testing Data, On Demand Data, Naplan Data, Parent Opinion Surveys, Staff Opinion Surveys and Attitude to School Survey (Student based). | Principal and Assistant Principal | Yearly |
| Whole school | Using the FISO self-assessment tool | The School Improvement Team | Yearly |
| Curriculum Areas | Unpacking the Victorian Curriculum on a lesson by lesson basis. | Specialist Teachers | Weekly |
| Units and lessons | Unpacking the Victorian Curriculum on a lesson by lesson basis. | Classroom Teachers and School Coach | Weekly |

Review of teaching practice

Mildura South 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 \(FISO\)](#)
 - [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](#)
 - [School Hours \(including variation to hours\)](#)

COMMUNICATION



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

- Provided to staff at induction
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Made available in hard copy from school administration upon request

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------------------------------|
| Policy last reviewed | 18-8-23 |
| Approved by | Principal – Marie- Therese Milani |
| Next scheduled review date | 18-8-26 |