

CURRICULUM FRAMEWORK POLICY



PURPOSE

The purpose of this framework is to outline Frankston Heights Primary School's organisation, implementation and review of curriculum and teaching practices. The effective delivery of the Victorian Curriculum's eight learning areas is addressed in the framework.

The framework demonstrates how the school will deliver its curriculum, how the curriculum and teaching practice is reviewed, how student learning is assessed, how student performance is recorded and monitored, and the school's reporting processes to parents.

This curriculum framework should be read alongside our whole school curriculum plan, curriculum scope and sequence documents, year level planning overviews and weekly work programs.

OVERVIEW

Frankston Heights 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.

Frankston Heights 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](#)
 - [Languages Education](#).

Frankston Heights uses the Victorian Curriculum, to develop and provide education programs that are meaningful for students. The 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 rigorous culture 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 Frankston Heights Primary School 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 sequentially and allows students to have ownership in aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include the use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at Frankston Heights 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.

The Curriculum will provide students with the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable continuous learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

IMPLEMENTATION

Frankston Heights Primary School aims to implement a rigorous, engaging and innovative curriculum program that:

- is outcome focused
- enables students to develop deep levels of knowledge, processes and skills for life-long learning
- differentiates approaches to teaching to cater for the needs of students with a range of interests, abilities, skills, and motivation
- provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners
- enables students to interact with other students and the wider community
- complies with DET policies and is based on the Victorian Curriculum.

Curriculum covers all the 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. Each year Frankston Heights will map out its curriculum plan. All students in Foundation – Year 6 are provided with access to all Victorian Curriculum learning areas and capabilities through our daily, weekly, term and annual planning.

At Frankston Heights Primary School:

- All students undertake year-long programs in English, Mathematics, Physical Education, The Arts and Language (Italian).
- All students undertake all Technology disciplines (Design and Technologies, Digital Technologies).
- All students participate in a science unit each semester.
- Foundation to Year 2 students participate in a unit of inquiry each term. Over a three year period students study the curriculum areas of Health and the Humanities subjects – Geography and History.
- Year 3 and 4 students participate in a unit of inquiry each term. Over a two year period students study the curriculum areas of Health and the Humanities subjects – Geography, History and Civics and Citizenship.
- Year 5 and 6 students participate in a unit of inquiry each term. Over a two year period students study the curriculum areas of Health and the Humanities subjects – Geography, History, Economics and Business and Civics and Citizenship.

At Frankston Heights Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into six fifty-minute sessions. The table below provides the time allocation for the delivery of the Victorian Curriculum at Frankston Heights Primary School. The Victorian Curriculum Capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social) are addressed through the content of the learning areas. Digital technologies is embedded across curriculum areas.

Subject	Minutes per week
English	Foundation :14 x 50 mins = 700 mins Y1-6 :13 x 50 mins = 650 mins
Mathematics	7 x 50 mins = 350 mins
Inquiry (Science every semester, Civics and Citizenship, History, Geography, Technologies, Y5&6 Economics,)	Foundation: 1 x 50mins = 50 mins Y1-6 : 2 x 50mins = 100 mins
Digital Technologies	1 x 50 mins = 50 mins
Physical Education	1 x 50 mins = 50 mins
Sport	1 x 50 mins = 50 mins
LOTE - Italian	1 x 50 mins = 50 mins
Visual Arts	1 x 50 mins = 50 mins
Performing Arts	1 x 50 mins = 50 mins
Student Wellbeing: Respectful Relationships	1 x 50 mins = 50 mins
Total	1 450 minutes per week

Curriculum overviews

English

At Frankston Heights Primary we provide a comprehensive English program for all students which promotes literacy skill development in reading and viewing, writing, speaking and listening. Students engage in a least one hundred minutes of uninterrupted daily literacy sessions based on the Victorian Curriculum.

The school's reading program is based on the CAFÉ Reading Philosophy. The reading components of Comprehension, Accuracy, Fluency and Expanded Vocabulary are developed through an instructional framework to support and expand students' literacy skills. Students set personal reading goals with their class teacher based on their individual reading needs. Reading conferences are used to monitor student reading progress. Literacy development is further enhanced through explicit teaching, sustained reading, reading groups and applied learning tasks.

Writing instruction is explicitly planned, based on student learning needs and curriculum outcomes to ensure that skill and proficiency increase over time. Multiple opportunities are provided for students to learn from observation and demonstration, scaffolded and guided practice, explanation and discussion. Students engage in learning opportunities that promote the development of both the authorial and secretarial elements of writing. Whole class, small group and individualised explicit instruction support students with their writing. Writing processes, strategies and skills are modelled and practised daily across a range of curriculum areas.

The Soundwaves program is used to develop student's knowledge and understanding of phoneme-grapheme relationships and spelling and vocabulary concepts. Instruction builds from Foundation to Year 6, starting with simple phoneme-grapheme relationships before exploring more complex relationships, morphology and etymology.

Speaking and listening permeates across all areas of the curriculum. Talk practices and tools are modelled and practised to support the development of speaking and listening skills. Students engage in both formal and informal oral language learning opportunities.

Mathematics

At Frankston Heights Primary School, Mathematics is taught according to the Victorian Curriculum. Mathematics is separated into the dimensions of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

Students engage in 350 minutes of Mathematics each week.

A whole school lesson structure, which includes: Number Fluency, Launch, Discover and Summarise, is utilised to develop students numeracy skills and understanding.

The Guiding Principles for all maths lessons are:

1. Explicit number fluency practice every lesson
2. Explicit purpose for every lesson
3. Formal structure for every lesson
4. Students working on tasks beyond their current levels of thinking
5. Teacher communicating high expectations and using purposeful feedback.
6. Established classroom norms for working

Flexible groupings cater for students at point of need from Foundation to Year 6. Lessons are differentiated to address student learning needs.

Problem Solving is embedded through all Maths units.

Intervention and Extension is provided through a personalised learning approach

Technology is used to support the development of numeracy concepts.

Science

Students participate in a science unit twice each year, once in semester one and then again in semester two. Students develop their scientific knowledge, understandings and skills through practical, interactive lessons.

Over a two year period students cover the key aspects of the Science curriculum, including biological, chemical, physical and Earth and space sciences. They also learn about science as a human endeavour.

Students are provided with opportunities throughout the year to display their scientific knowledge and understanding.

Technologies

At Frankston Heights, students use technologies to create innovative solutions that meet current and future needs. In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

We cater for this by:

- Providing coding opportunities for all students from Foundation to Year 6. All students use a variety of tools such as Code.org or Scratch to complete a range of tasks from simply moving an object around the screen to creating their own games.

- Regularly upskilling teachers in new initiatives to allow them to create engaging classroom activities.
- Running a 'Coding Club' at lunchtimes to provide students with the opportunity to explore their own creative technology interests.
- Having resources available for students such as electronic kits, programmable robots, all computers with coding software, drones and a 3D printer.
- Using the SAMR model to plan transformative activities that redefine student learning.
- Integrating technologies across the curriculum.

Physical Education

Students from Foundation to Year 6 participate in both Physical Education and Sport programs on a weekly basis.

Physical Education (PE) classes focus on active participation, basic motor-skill development, teamwork and leadership skills. The students develop skills in a variety of different sports, including athletics, T-ball, cricket, basketball, soccer, netball, AFL football, rugby and more.

In addition to PE students participate in a weekly sport session. Sessions focus on game play and inclusion for all students. Senior school students participate in inter-school sport competitions during Term 2. The Sporting Schools initiative allows the school to offer a number of different after-school sporting programs. These sessions are free and include a variety of different sports throughout the year.

Alongside both the PE and Sport programs, students in Foundation to Year 4 participate in an intensive weekly swimming program, while students in Year 5 and 6 complete a beach-safety program. School camps are organised for all Year 3 to 6 students, with senior school students given the additional option of attending a snow camp. Students in Years 3 to 6 participate in the Bike Education program.

The Arts

Frankston Heights Primary School provides an Arts Program for all children that encompasses the Visual and Performing Arts as outlined in the Victorian Curriculum. Students participate in a Visual Arts and Performing Arts lesson each week.

The Visual Arts program incorporates both art making and art appreciation in association with developing a visual arts language. Students learn to explore their creativity and imagination through a skills based Visual Arts program. This supports the process of art making and students are given clear instructions on the correct use of tools, materials and techniques. Over the course of the year, students are able to experiment with a variety of media including painting, drawing, ceramics, textiles, print-making, collage, construction and visual communication. They learn to develop a visual language around art elements that is appropriate when thinking and talking about art, such as line, shape, colour and texture.

Performing Arts at Frankston Heights Primary School, provides all students with the opportunity to communicate their ideas and expand their mind creatively through Drama, Music, Dance and Media. The purpose of the Performing Arts is to give students a creative outlet and challenge them in new and exciting ways they may not have thought they were capable of. Drama and Dance lessons enable students to express themselves through words, gesture and body language and teach them confidence to perform in front of their peers and perform their own and others' pieces of work. They learn to respect the work of their fellow classmates and give constructive feedback on how they can improve their work and progress to the next level. Basic stagecraft techniques are taught in a safe environment where students explore different drama

and dance conventions and principles to enhance the message or idea they are trying to convey. Students learn how beat, rhythm, dynamics and pitch are used in different genres of music. They experience and create music by learning to play tuned and un-tuned percussion instruments, creating music that reflects a theme or emotion and producing sound effects to complement their drama performances. Students learn to read melodies and rhythms on a range of instruments and by using their voices. Singing forms an integral part of the program. Students have the opportunity to participate in school choir.

Every second year students from Foundation to Year 6 are involved in a school 'Production'. The Production provides students with experiences in prop building, costuming, performing and many other 'behind the scenes' roles. It is also a wonderful opportunity for the whole school community to celebrate and acknowledge the talent of our students.

Language (Italian)

Italian is the language taught to all students from Foundation to Year Six at Frankston Heights Primary School. The language is taught through a communicative approach where instructions, questions and responses are in Italian. Engaging, scaffolded learning experiences will be implemented to develop and extend student capacity to communicate in Italian, across the dimensions of speaking and listening, reading and writing. Through their learning, students' understanding and awareness will be developed to appreciate differences between languages and cultures.

Where applicable, year level class topics will be integrated to strengthen connection with Italian. Multicultural celebrations by guest performers using spoken Italian will be scheduled to complement the program.

Student Wellbeing: Respectful Relationships

Frankston Heights is a lead school in Respectful Relationships. The Respectful Relationships Curriculum, along with the school values is taught in a weekly 50-minute lesson and integrated into all curriculum areas.

Pedagogy

Frankston Heights Primary School adopts a rigorous, inclusive, personalised, student centred approach to learning to support the holistic development of all students. Pedagogical practices that incorporate high impact teaching strategies and provide opportunities for students to practise, investigate, extend and reflect on their learning will be utilised to continuously improve student outcomes and progress learning. Teaching teams will work collaboratively to reflect on practice, diagnose student needs, plan and implement differentiated learning experiences and monitor student progress.

Assessment

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

Students at Frankston Heights 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.

Frankston Heights Primary School implements quality school-based assessment from Foundation to Year 6.

- Teachers at Frankston Heights 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.

- Ongoing assessment is used to monitor and respond to student learning, guide future lessons and keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
- Teachers will follow the Frankston Heights Primary School assessment schedule.
- 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.
- Frankston Heights Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD)/Disability Inclusion Program; students working twelve months below and eighteen months above the expected level of achievement; 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.
- English as Additional Language (EAL) students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff will participate in assessment moderation involving assessment rubrics and work samples to ensure consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Frankston Heights Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, the school ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through Term 1 parent-teacher meetings and Semester 1 three way conferences.

At Frankston Heights Primary School, parents will receive a written student report towards the end of Semester 1 and Semester 2. The report will be in a written format easy for parents/carers to understand and will be accessible in digital form on the Sentral parent portal.

- Frankston Heights 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, indicating a student's achievement against the 'expected' level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics, Science, Technologies, Personal and Social and Learning, Physical Education, Visual and Performing Arts and Italian. Additionally, achievement scores using a five point scale will be used for the Humanities and Capabilities addressed each semester for students in Years 3-6.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews and three way conferences provide opportunities to discuss student progress and learning goals.

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 improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	<p>SITS leadership team comprising of Principal class and SITS leaders meet weekly to monitor school improvement in line with the four year School Strategic Plan and yearly Annual Implementation Plans. Key data includes NAPLAN, Mathematics Online Interview, Victorian Curriculum student achievement and Tutor Learning Initiative data. Other data measures include attendance, Lexile, running records, school developed surveys, PAT and Essential Assessment results.</p> <p>Data informs school wide decisions and AIP actions.</p> <p>SITS leadership team report on AIP monitoring and progress each term.</p>	SITS Leadership team	Each term
Curriculum Areas	<p>The school provides a comprehensive curriculum with a strong focus on Literacy and Numeracy. Clearly defined instructional models inform the delivery of English and Mathematics. Additionally, an integrated inquiry curriculum approach addresses the areas of Science, the Humanities, Technologies and Health. Specialist programs provide instruction in Physical Education, Italian, Visual and Performing Arts. Opportunities are planned for students to expand upon their interests and further extend their learning through choirs, instrumental music and performing arts experiences, such as State School Spectacular and school productions. The school participates in district sport competitions and the Active After-School Communities program.</p> <p>Digital and design technologies are enhanced through beebots, robotics, drones and coding programs. Students are encouraged to design, create, evaluate and share personal coding projects and present these at the Northern Peninsula Network student conference.</p> <p>Personal and Social learning is explicitly taught through the Resilience, Rights and</p>	<p>English, Mathematics and Wellbeing SITS Leaders and teams</p> <p>Specialist teachers</p> <p>Classroom teachers</p>	<p>Fortnightly</p> <p>Weekly</p> <p>Weekly</p>

	<p>Respectful Relationships program and permeates across all curriculum areas. Educational camps and excursion initiatives complement curriculum programs.</p> <p>English, Mathematics and Wellbeing School Improvement teams meet regularly to monitor and implement whole-school curriculum actions outlined in the Annual Implementation Plan.</p>		
Year levels	<p>Professional learning teams from Foundation to Year 6 ensure the Victorian Curriculum is implemented and monitored. Each term Professional learning teams develop curriculum planning documentation that outlines the learning foci in each subject area for the term. All classroom professional learning teams are responsible for core curriculum development and the delivery of English and Mathematics. Additionally, teaching teams deliver the Humanities, Technologies, Science and Health through an integrated inquiry approach. Specialist teachers are responsible for the delivery of Physical Education, Italian and Visual and Performing Arts from Foundation to Year 6. Curriculum initiatives include Literacy and Numeracy intervention and the Victorian High Ability Program (VHAP) for selected high performing students. Weekly professional learning team meetings focus on collected student data to diagnose learning needs and plan differentiated approaches.</p>	<p>Professional learning team</p> <p>Specialist teachers</p> <p>Literacy and Numeracy tutors</p> <p>Victorian High Ability Program Leader (VHAP)</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p>
Units and lessons	<p>Professional learning teams work collaboratively to plan for, implement, monitor and evaluate the delivery of the Victorian Curriculum based on student evidence collected throughout the learning process. Teachers are responsive to student learning needs, targeting teaching to ensure all students are working in their learning zone.</p>	<p>Classroom teachers</p> <p>Specialist teachers</p>	<p>Daily</p> <p>Daily</p>

Frankston Heights Primary School uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers

- committed to professionalism
- driven by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Frankston Heights Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice.

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

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](#)
 - [School Hours \(including variation to hours\).](#)
- This policy should be read alongside:
 - whole school curriculum plan
 - curriculum scope and sequence documents
 - year level teaching and learning term overviews
 - weekly work programs.

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2022
Approved by	Principal
Next scheduled review date	September 2023