



Narracan Primary School

Curriculum Framework

PURPOSE

The purpose of this framework is to outline Narracan 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school Instructional Model, assessment schedule and curriculum plans.

OVERVIEW

Narracan 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.

Narracan 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](#)

Narracan Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

POLICY

Narracan Primary School implements is curriculum that promotes all children to achieve successful learning outcomes.

- *All students undertake year-long programs in English, Mathematics and Physical Education*
- *All students undertake Science, Visual Art, Music, Technology, and LOTE - AUSLAN,*

At Narracan Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into four 60 minute sessions and two 30 minute sessions. A breakdown of time allocated to each learning area is documented below. Sessions can be cross-curricular, and therefore may overlap with other subject areas.

Domain	Minutes Per Week
English (Reading, Writing, Sounds Write, MARC Van)	690
Mathematics	300
Sciences	60
The arts	60
Languages	60
Health and Physical Education	180
Information and communication technology, and design and technology	60
Library	60
Personal and Social Capabilities (Wellbeing)	150
Total	1,620

Language provision

Narracan Primary School will deliver Auslan as a Language, based on student, staff and school community feedback.

Pedagogy

The pedagogical approach at Narracan Primary School is based on the Framework for Improving Student Outcomes (FISO 2.0). We incorporate learning and wellbeing, together with the High Impact Teaching Strategies, High Impact Wellbeing Strategies and our school Instructional Model, to provide students with a high-quality learning program that supports all students to achieve learning growth.

Assessment

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

Students at Narracan 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.

Our school implements a whole-school assessment schedule, to regularly monitor student outcomes through formative and summative assessments. These assessments include locally created assessments including the South Australian Spelling Test, Essential Assessment, PM Benchmarking, Sounds Write Screening, VCOP Writing Continuum, and standardized assessments such as NAPLAN.

- *Teachers at Narracan 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 Subject Unit Designs and Learning Sequences. 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.*
- *Narracan 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

Narracan Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Narracan 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 Narracan Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 2 and 4 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress report 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.

- *Narracan Primary School will report directly against the Victorian [Curriculum F-10 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).*
- *Narracan Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.*

Curriculum and teaching practice review

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

Our Classroom Teachers and Leadership team meet regularly within PLCs and Professional Practice Days to review and evaluate our curriculum and teaching practices. On a whole-school level, Classroom Teachers create a learning program each year, to identify when topics will be taught. These plans are reviewed each term, to ensure that teaching and learning programs are covering the required curriculum and student data is collected.

Our Numeracy PLC with the Moe Small Schools cluster meets fortnightly to move through the PLC cycle, implement teaching and learning and monitor student progress. Our Literacy whole-school PLC meets weekly to evaluate the teaching and learning of Reading, Writing and Phonological Awareness to set goals and evaluate the effectiveness of our teaching and learning strategies. Classroom Teachers have opportunities to plan during PLC sessions or within Professional Learning sessions, enabling them to create learning programs that cover Specialist areas, Health and Humanities.

Professional Learning Communities (PLC)

Narracan 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
- fuelled 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 Narracan 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.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

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