

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Moe (Albert Street) Primary School 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 year curriculum planner, year level term planners and weekly planners.

OVERVIEW

Moe (Albert St PS) 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.

Moe (Albert St PS) 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](#) (current exemption but a Kurnai Language and Culture Program is implemented across the school by an Elder of Kurnai Nations).

Moe (Albert Street) Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of the community. Our school recognizes the importance of partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for creating an inclusive and safe school environment for our students. Moe (Albert Street) Primary School's innovative curriculum promotes academic, social and emotional growth and encourages all students to "Dare to Dream" and "reach their potential". To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, provide a range of extra curricular activities that enhance classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Moe (Albert Street) Primary School implements a F-Year 6 Victorian Curriculum;

- *All students undertake year-long programs in English, Mathematics and Physical Education*
- *All students undertake science and humanities (history, geography, citizens and citizenship) throughout year-long inquiry units.*
- *All students undertake at least a year long visual arts program*
- *All students undertake a digital technology program*
- *All students undertake a Kurnai Language and Culture program.*

At Moe (Albert Street) Primary School, class time is structured into a weekly timetable, broken up in to 2x 2hour and 1x1 hour learning sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Hours Per Week
English	10
Mathematics	6
Science	1
Humanities (Inquiry)	2
Personal and social capability	2 (1 per fortnight)
The arts	1
Languages	1 per fortnight
Health and Physical Education	2
Information and communication technology, and design and technology	1
Total	25

Language provision

Moe (Albert Street) Primary School will deliver Kurnai Language and Culture program, based on the Kurnai people being the Traditional Owners of the land where our school is situated.

Pedagogy

The Gradual Release Model supported by High Impact Teaching Strategies underpins the pedagogical approach at Moe (Albert Street) Primary School.

Assessment

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

Students at Moe (Albert Street) 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.



Formative and Summative assessments will be used to determine required interventions and extensions and monitor student growth. Strategies and tools include NAPLAN, English Online Interview, Essential Assessment, Fountas and Pinnel Assessment, PAT-M, PAT-R and other benchmarking tools. Moe (Albert Street) Primary School will use an assessment schedule for timely data collection. Student achievements will be recorded on the electronic assessment tracker.

- *Teachers at Moe (Albert Street) 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.*
- *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.*
- *Moe (Albert Street) 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

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

Moe (Albert Street) Primary School will implement the [Reporting Student Achievement and Progress Foundation to 10](#) policy by formally reporting student achievement and progress to parents/carers twice per school year.

The 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.

- *Moe (Albert Street) 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, either the [EAL Companion to the AusVELS](#) or 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).
- Moe (Albert Street) 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 will be conducted mid-year, to enable the opportunity to discuss students' progress and how they can continue to be supported at home. Interpreting services will be made available for where required. Parents/carers can request an end of year parent- teacher interview.

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 school's curriculum will be audited on a yearly basis to ensure alignment with Victorian Curriculum. Curriculum audits and review will be undertaken by the Curriculum Team members. The school's Executive Team and Curriculum Team members will oversee teacher practice to sustain a culture of collaboration and continuous improvement. Coaching and mentoring will focus on productive feedback for students.

Professional Learning Communities (PLC)

Moe (Albert Street) 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 Moe (Albert Street) 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 are required 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](#)
 - [Holocaust Education](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	August 2025