



Curriculum Framework

PURPOSE

The purpose of this framework is to outline Mickleham 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 plans.

OVERVIEW

Mickleham 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.

Mickleham 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](#)
 - [Holocaust Education – Delivery Requirements](#)

Mickleham Primary School aims to ensure our students grow and develop as learners and citizens. See Statement of Values and School Philosophy.



IMPLEMENTATION

Mickleham Primary School implements its curriculum according to the following:

- All students undertake year-long programs in English, Mathematics, The Arts (Visual and/or Performing), Library, STEM and Physical Education
- INQUIRY - according to the two year cycle - Civics, Science, Geography, Health, and History
- All students undertake a language (Auslan)

At Mickleham Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 55-minute sessions and one 25-minute Ready-to-Learn session.

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 overviews, as well as term and yearly planners.

Language Provision

At Mickleham Primary School we deliver Auslan as our additional language, based on: Community feedback, developing capacity to communicate with peers, family and friends who use Auslan, accessibility of lessons and staff and the increased visibility of Auslan in the community.

Pedagogy

The pedagogical approach at Mickleham Primary School uses research based approaches, such as: The Workshop Model, HITS (High Impact Teaching Strategies), the Helen Timperley Inquiry Cycle and collaborative teaching.

Assessment

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

Students at Mickleham 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.

Teachers at Mickleham 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



- Mickleham 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 EAL Curriculum F-10
- Where appropriate, 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

Mickleham Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mickleham 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 Mickleham Primary School semester reports are issued to parents in both Terms 2 and 4. Parent/Teacher interviews are conducted in Terms 1 and 3 where parents are invited to discuss their child's wellbeing and academic progress by making an appointment with their teacher.

The semester report will be in a written format easy for parents/carers to understand and will be accessible in digital form.

Mickleham Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#).

- Student achievement, progress, effort and engagement 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)
- Mickleham Primary School will include an overview of all curriculum areas taught
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' wellbeing and academic 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

Mickleham Primary School staff have undergone a curriculum auditing process through the preparation of Guaranteed and Viable Curriculum (GVC) for Reading and Mathematics. Teachers continuously review all areas of the Victorian [Curriculum F-10 achievement standards](#) when planning for each term and weekly instruction.

Review of Teaching Practice

- 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.

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 \(FISO 2.0\)](#)
- [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](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)



This policy should be read alongside:

- o Guaranteed and Viable Curriculum for Reading and Mathematics
- o Placemats and supporting documentation based on research
- o Year-long Assessment Schedule
- o Instructional Model
- o MPS Questions for Learners
- o Year, term and weekly planners for each level
- o Parent Curriculum Overviews.



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Mickleham Primary School on 03 9745 2250 or mickleham.ps@education.vic.gov.au.

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2023
Consultation	School Council - August 30th 2023
Approved by	Principal
Next scheduled review date	September 2027