

# Parkhill Primary School

## Curriculum Framework



### Help for non-English speakers

If you need help to understand the information in this policy please contact the office.

## PURPOSE

The purpose of this framework is to outline Parkhill 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 area, year level and unit / lesson curriculum plans.

## OVERVIEW

Parkhill 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.

Parkhill 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](#)
  - [Sexuality and Consent Education](#)

Parkhill's aim as defined in our [Statement of Values and School Philosophy](#) is to nurture success and through strong community links, to produce optimistic, resilient lifelong learners with skills for future success as responsible citizens in the 21st century.

## IMPLEMENTATION

Parkhill Primary School implements its curriculum following the Victorian Curriculum, with a strong focus on literacy, numeracy and inquiry. Our agreed whole school structures support evidence-based practices, inquiry and STEAM. At Parkhill Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

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 area, year level and unit / lesson curriculum plans.

### **Language provision**

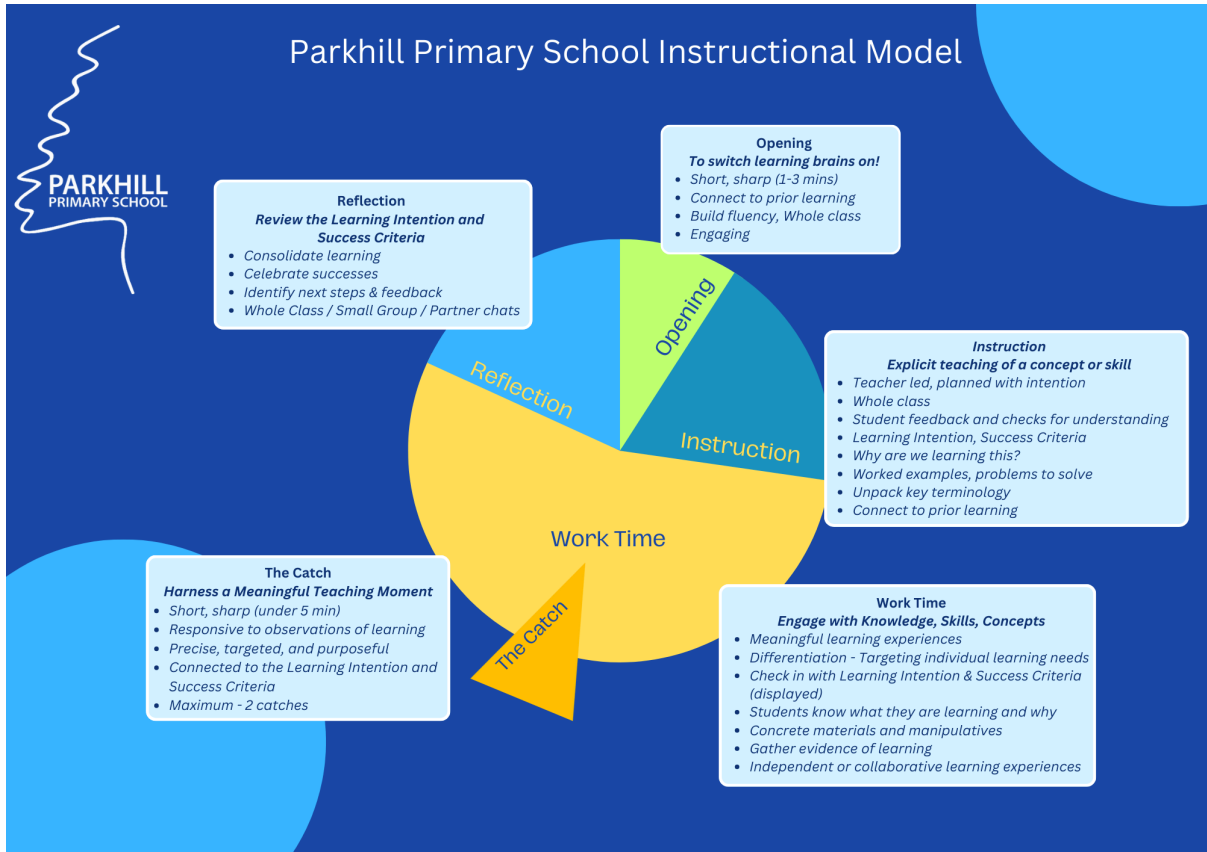
Parkhill Primary School will deliver Mandarin as a Language, based on local demographics, school population and future prospects.

### **Pedagogy**

Literacy and numeracy are taught in specific sessions, but are also linked to our inquiry learning. Our inquiry learning encompasses the learning areas of Science, Humanities, History, Geography, Economics, Digital Technologies, Design and Technologies, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy and numeracy program to ensure sufficient time is allocated. Critical and creative thinking, ethical and intercultural capabilities are taught throughout the inquiry process and within all relevant learning areas.

Specialist teachers provide instruction in Physical Education, Language (Chinese), STEAM (Science, Technology, Engineering, Arts, Maths) and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of outdoor education camps and excursions. Parkhill is an active participant in district sports competitions. We have a community garden that supports our garden program incorporating horticulture education, harvesting food, cooking and caring for animals. We have a media arts-based program called Parkhill TV for the upper years. We provide opportunities for students to participate in drama performance and instrumental music including, choir, recorder, keyboard and piano, drums and guitar.

Parkhill supports those students who have additional needs through the following programs: Quick Smart, EAL program, literacy and numeracy support, incorporating the tutoring initiative, STEAM extension groups, including Solar Challenge, and GATEWAYS. The school has Curriculum and School Improvement teams, each with a curriculum leader and teacher membership from each level of the school. These teams currently focus on STEAM, writing, wellbeing, and maths.



### ALLOCATION OF LEARNING TIME

(per week)	YF-2		Y3/4		Y5/6	
Learning area	#	%	#	%	#	%
Literacy	8	34	7	28	7	28
Numeracy	6	24	6	24	6	24
Inquiry	3	14	3	15	3	15
Social & Emotional	1.5	5	2	9	2	9
ICT	0.5	3	1	4	1	4
LOTE	1	4	1	4	1	4
Physical Education	1	4	1	4	1	4
Performing Arts	1	4	1	4	1	4
STEAM	1	4	1	4	1	4
Sport	1	4	1	4	1	4
<b>TOTAL</b>	<b>24</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>24</b>	<b>100</b>

5 periods per day = 25 periods per week - Assembly = 24

## Assessment

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

Students at Parkhill 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.

Students are assessed in an ongoing capacity for different purposes throughout the year against the Victorian Curriculum F-10 achievement standards. Teachers use formative assessment to monitor student understanding and provide feedback as well as informing planning to improve practice. Teachers use summative assessment to identify collective points of growth, monitor student progress, wellbeing and achievement.

- Teachers at Parkhill 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.
- Parkhill 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

Parkhill Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Parkhill 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 Parkhill Primary School Semester Reports are provided at the end of each semester via Compass to families. An interim report, based on work samples, is provided in alternating terms. Parkhill is working towards continuous reporting to families. Families have the opportunity to discuss reports informally with staff, and formally via parent-teacher interviews or three-way conferences, held twice yearly.

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

- Parkhill 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, 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).
- Parkhill 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 or three-way conferences, conducted twice-yearly, enable the opportunity to discuss the students' 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.

School curriculum planning is focused on 1-2 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

### Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The 2 year cycle operates around the Program of Inquiry	Leadership	2 year cycle

<b>Curriculum Areas</b>	Literacy and Numeracy follow Scope and Sequence across the school	Leadership and SIT	yearly
<b>Year levels</b>	Program of Inquiry and Termly planners	Teams PLC	ongoing
<b>Units and lessons</b>	Termly and weekly team planners, individual teacher work programs	Teams PLC	ongoing

## Review of teaching practice

Parkhill Primary School reviews teaching practice via:

- Professional Learning Communities (PLC), 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 \(FISO 2.0\)](#)
  - [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 (upon request):
  - whole school curriculum plan
  - teaching and learning program for each learning area and capability
  - teaching and learning program for each year level
  - unit plans/sequence of lessons.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Approved by	Jo Jolly
Next scheduled review date	January 2027