



MARYSVILLE PRIMARY SCHOOL.1273

Curriculum Framework Policy

Curriculum Statement

The core purpose of Marysville Primary School is to provide an inclusive, academically rigorous learning environment that challenges and engages young people to grow as passionate learners. Our key objective is to ensure that all students leave our school with a practical knowledge of the curriculum with students displaying high levels of growth in their learning, that is evidenced based year to year. Through high quality teaching we will encourage the development of confident, articulate and independent learners who demonstrate self-discipline, self-reliance and take pride in themselves and their school.

Marysville Primary School uses **The Victorian Teaching and Learning Model** to inform whole school improvement and classroom practice. The Victorian Teaching and Learning Model consists of four components: The Vision for Learning, Practice Principles, Pedagogical Model and HITS (High Impact Teaching Strategies) Underpinning this is the (Framework for Improving Student Outcomes) FISO Improvement Model, FISO Continua of Practice and FISO Improvement Cycle.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing its Curriculum Plan, **the school will provide 25 hours of student instruction per week.**

The Language Program is **Auslan** as delivered by a class teacher to the whole school.

Curriculum Time Allocation

Victorian Curriculum 8 Learning Areas	Description	Expected Time Allocation
English	English learning will encompass the modes of Reading and Viewing, Writing, Handwriting and Speaking and Listening. This can include integrating literacy teaching across other areas of learning. Students on EAL Continuum are provided with differentiated tasks to meet their individual needs.	10 hours per week
Mathematics	Mathematics teaching will encompass the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum.	5 hours per week
Science	The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum is divided as Science Understanding comprised of: Science as a Human Endeavour, Biological Science, Chemical Science, Earth and Space Sciences and Physical Sciences and Science Inquiry Skills	1-2 hours per week (1 hour Specialist 1 hour nature Nurture)
Humanities	The Humanities provide a framework for students to	"INQUISITIVE"

	examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. Humanities include History , Geography , Civics and Citizenship and Economics and Business . Humanities is taught via a Thematic Approach.	3-4 hours per week
Languages	Auslan is delivered across all year levels Foundation - 6 by a qualified teacher.	1 hour per week for each Grade
Physical Education & Health	All students participate in a specialist PE session, each week. Additionally, Year 4,5 & 6 students participate in cluster swimming and athletics. All children participate in a two week intensive water safety program, cross country and dance with Foot Steps dance company. Health is taught via Inquisitive Curriculum	1 hour per week for each Grade
The ARTS	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Visual ART - Prep to 6 Music - Prep to 6 Performing ARTS: Whole School singing/dancing each week Grade 6 Graduation Dance Prep – 6 Dance Performance	1 hour per week for each Grade - Art 1 hour per week for each Grade - Music 30 minute whole school music/dance per week
The Capabilities	The Capabilities include, Critical and Creative Thinking , Ethical Capability , Intercultural Capability , and Personal and Social Capabilities . These Capabilities will be embedded across the whole school curriculum	Embedded across the curriculum
Technologies	Digital technologies students learn how to use technologies to create innovative solutions. In Technologies students use design thinking and technologies to generate and produce design solutions .Supported by Digital Technologies Policy	Embedded across the curriculum
Library Studies	Students learn about literature and borrow books.	1 hr per fortnight with MARC van Embedded across the curriculum
Tutor Learning Initiative	Marysville has one staff member dedicated to delivering the Tutor Learning Initiative which is designed to support students impacted by disruptions in learning due to Covid-19	1 Teacher 4 days per week working with 5 groups of 3 students each day
Extension	Embedded in Classroom Curriculum Planning and through the VHAP Program	1 hr per week selected students
*Supporting Documents	Yearly Overview Curriculum Document Yearly Thematic Overview Document Term Curriculum Planners – English, Maths, Integrated Marysville Primary School Instructional Model Found on Compass under School Documentation and Google Docs	

CURRICULUM GOALS

To plan and implement a dynamic curriculum program that is:

- outcome focused- use of formative and summative assessment
- engaging and informed by VTLM, including Vision for learning, E5, Practice Principles, and HITS
- encompasses student wellbeing
- provides opportunities for student voice and agency
- ensures that students are able to think deeply and are challenged and supported
- Makes use of the FISO improvement cycle
- Compliant with DET policies and the Victorian Curriculum.
- Follows the Marysville Primary School Instructional model

Curriculum and Teaching Practice Review

Marysville Primary School will use **PANORAMA Reports/ Dashboard** and the **School Strategic Plan (SSP)** (reviewed every 4 years) to inform the goals as set out in the **Annual Implementation Plan (AIP)**. The **Strategic Planning Online Tool (SPOT)** is used to evaluate curriculum practices and teacher practice. Prior to writing the Annual Implementation Plan the leadership team and teaching staff reflect upon the **Continua of Practice for School Improvement** to identify areas of practice that require attention in order to plan for and deliver improved student outcomes this may include making a decision to implement a new curriculum initiative or making adjustments to curriculum practices.

The School Improvement Team is comprised of all classroom teachers, and the principal will collaborate to set goals, allocate resources, set milestones and identify roles and responsibilities in implementing curriculum initiatives and teaching practice principles as related to the AIP goals. This will be done on a yearly basis. All staff will be given the opportunity to review and unpack the AIP prior to its implementation for the following year.

Whole staff will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. During planning meetings teachers will meet weekly to track level data and identify potential curriculum areas that require focus. **Data analysed will include, but is not limited to, NAPLAN, On Demand, PAT testing, Running Records, school-based testing and teacher judgments based on moderation practices and formative assessment linked to the achievement standards in the Victorian Curriculum.**

Professional Learning Communities in Literacy, Numeracy and Wellbeing set goals at the start of each year. PLC goals are informed by data and identified areas of need as set out in the AIP. The main purpose of PLC work is to maintain consistency of practice across the school and to ensure the use of a common language related to each curriculum area across the school. PLC's meet weekly.

The principal will oversee teacher practice via **regular walkthroughs and by viewing curriculum planning documentation and/ or by attending teacher common planning time**, in order to promote a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. Staff will be given timely and specific feedback after each learning walkthrough. In addition, all staff are given the opportunity to reflect upon and receive feedback about their teaching practice via the staff performance and development process.

Professional Learning Theory

Marysville Primary School promotes and supports teachers to develop their expertise and professional practice by ensuring that the appropriate cultures, processes and structures are in place. It is these supports that intentionally, collaboratively and with accountability make teacher learning and development visible and effective.

Marysville Primary is committed to:

- . creating and retaining a highly qualified, skilled, motivated and supported workforce
- . ensuring staff in all areas have the required knowledge and skills to undertake their work and to support each other for learning, growth and achievement
- . ensuring staff have access to the support and development they require to perform effectively
- . providing professional learning, coaching and mentoring for aspiring and current leaders
- . encouraging innovation and continuous improvement
- . enhanced leadership development
- . keep abreast of current trends in education
- . provide opportunities for neighbouring schools, networks of schools and high schools to undertake collaborative professional learning
- . provide opportunities for schools to share professional learning.

Professional Learning Statement

Marysville Primary School will provide professional learning opportunities that are informed by student learning data, teacher competencies and individual professional learning needs, to ensure the achievement of goals as set out in the AIP (Annual Implementation Plan)

Marysville Primary school will

provide teachers with a professional learning calendar outlining the Professional Learning for each term aligned to the Victorian Teaching and Learning Model, FISO Priorities, Marysville Primary School AIP goals and school priorities and targets all of which are informed by the FISO improvement cycle. (See Compass Documentation)

ensure that Professional Learning will include, but is not limited to teacher attending internal, external professional learning sessions, engaging in professional reading, data analysis work for (whole school, level cohort, class and individual student), time to reflect on professional practice and to engage in purposeful collaboration and educational conversations with colleagues

schedule professional practice days to focus on the improved delivery of high quality teaching and learning.

provide professional learning and resources for staff to participate in Peer Observation, Feedback and Reflection

provide a comprehensive Induction and Mentoring program for new, returning and graduate teachers

ensure that the Performance and Development process provides the opportunity for teachers to set personal professional goals, as well as team goals in order to build teacher capacity. All goals must be aligned with the Australian Institute for Teaching and School Leadership (AITSL) standards and link to the AIP.

Provide staff with opportunities to be Growth Coached by the Principal who have undergone accredited Growth Coaching certification.

will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

provide teachers with ongoing support, feedback to facilitate the achievement of these goals

Assessment and Reporting of Learning

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Quality assessment forms a foundation upon which:

- teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
- informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen.

Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

Marysville Primary School undertakes ongoing assessment, monitoring and recording of all students' performance and has procedures for assessing and monitoring student progress and achievement.

At Marysville we ensure:

- there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program
- assess student performance against the Victorian Curriculum F-10 achievement standards
- formally record assessment information for every student
- monitor student performance
- have policies and procedures that outline expectations for the assessment, recording and monitoring of student performance
- that teachers, parent/carer(s) and students have access to accurate information about student performance. At Marysville primary school twice-annual formal reporting to parent/carer(s) takes place, this is complimented by continuous communication with parents including the sharing of assessment information formally and informally.

A wide range of techniques should be used to collect relevant information on student learning. The assessment method must be appropriate to the purpose for which it is being used. It is essential that a minimum of 3 different forms of assessment are employed to assess and verify student achievement. This process is called Triangulation.

Methods of collecting information may include:

- Questionnaires
- Check-lists (inventories, profiles)
- Self-assessment and student participation in goal setting
- Performances, eg: recital, role play, debate
- Tests, eg: multiple choice, practical, diagnostic
- Writing, eg: report, essay, play, stories
- Work samples, eg: display, folio, audio tape, iPad
- Observation, eg: classroom observation, anecdotal records
- Standardised tests, eg: PAT, On Demand
- Common Assessment Tasks.

- A cumulative record of student achievement throughout the school years will be stored securely and confidentially.

Student work files, containing assessment data, will be maintained and filed by the classroom teacher and forwarded to the subsequent year level.

Level 6 Exit student files will be archived.

Marysville Primary School has an assessment schedule that can be viewed in conjunction with this policy

Implementation & Development of Curriculum Initiatives/ Programs

Marysville Primary School implements a variety of initiatives that address curriculum. The school identifies and caters for the different needs of cohorts of students with similar learning needs when developing its curriculum plan. In addition, the individual needs of students with specific learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English are considered and the curriculum differentiated to cater to the needs of these students.

The school will use the (FISO) Improvement Cycle to inform the decision to implement a new curriculum initiative and only consider evidenced based initiatives. The Improvement Cycle is as follows:



Whole staff collaborate and contribute to the investigation of improving practice and student outcomes using the improvement cycle. Collectively agreed upon initiatives are implemented strategically and systematically across the school and link to the AIP and SSP goals and targets. Professional Learning opportunities are systematically scheduled and published in the Professional Learning Calendar comprised of a term-by-term overview. Teachers are given this overview at the start of the year. Teachers are coached and mentored to ensure consistency of practice is established across the school and to ensure that teachers are confident in their ability to implement the initiative in their classroom environment. Teachers are also given the opportunity to view the practice of other teachers within Marysville primary School and by visiting other schools related to the curriculum initiative.

To facilitate curriculum planning and practice excellence, most teachers are allocated common level planning time. Teachers use Victorian Curriculum scope and sequence documents, Yearly Overview Document, the whole school assessment schedule and summative and formative assessment data to inform curriculum planning. Teachers use pre-tests and formative assessment to target their teaching and to ensure that all students experience growth in their learning regardless of their entry point. Teachers identify the Zone of Proximal Development for each student, and together with the student develop achievable and measurable learning goals.

Digital Technologies is integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching and the school's own endorsed policy.

Student Wellbeing and Learning at Marysville Primary School encompasses all of the Child Safety Standards and is embedded in all learning experiences through the alignment of student welfare and curriculum policies, positive education philosophy and creating an educational environment and curriculum that is inclusive and meaningful to all students.

Marysville Primary School runs the following programs to support Student Wellbeing and Learning:

- Cyber Safety / E-safety Program
- The Living the Values program (start up program at the beginning of the year)
- Smiling Minds
- Respectful Relationships
- Consent Education

Students with Disabilities

The Department of Education and Training and Marysville Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. MPS will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities. Teachers develop individual learning or behaviour plans which include specific goals and are based on individual needs. These plans are required for funded students and are shared with parents at scheduled SSG meeting and through Chronicle on Compass.

Koorie Education

Marysville Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- MPS ensures that the implementation of any Koorie initiatives and programs that meet individual student needs is in partnership with the Koorie Educational School Officer (KESO).
- Each Koorie Student has an Individualised Education Plan and scheduled SSG (Student Support Group Meetings) throughout the year

Student Learning Outcomes Statement

At Marysville Primary School we aim to achieve high levels of individual growth by utilising student data and interactions to inform teaching and learning.

Resources

<http://victoriancurriculum.vcaa.vic.edu.au/>

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2022
Approved by Principal	Mrs. Sandra Bishop
Next scheduled review date	February 2026