



Curriculum Framework Policy



Help for non-English speakers

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

PURPOSE

Wonga Park Primary School aims to School Vision/Mission

Wonga Park Primary School is committed to providing a nurturing, engaging and innovative learning environment which develops students who are healthy, caring and connected community members, who have a long love of learning and strive for excellence. We partner with and for community in ways that position all learners, adults, and young people, to flourish in their learning and lives. Our objective is to develop values, knowledge and skills that enable students in being and becoming interdependent, inclusive, resilient, and effective members within and for an ever-changing global community. Our school encourages students to strive for excellence in all their endeavours. At Wonga Park Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources and undertake a range of student assessment and reporting activities.

In our Wonga Park Learning Community...

We matter, we listen, we celebrate who we are, we believe in each other, we feel connected, we slow down to learn deeply with and from each other, we are inquisitive, we create and innovate, we care for Country and the past, present and future it represents, we value our oak tree and the heritage, growth and change it embodies We are brave, we flourish, we belong

OVERVIEW

Wonga Park 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.

Wonga Park 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 Victorian [Curriculum F-10 achievement standards](#)
- Developing a 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](#)

Wonga Park Primary School is committed to lifelong learning by providing an inclusive, supportive, and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all their endeavours. At Wonga Park Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student's assessment and reporting activities.

IMPLEMENTATION

Teaching staff at Wonga Park Primary School ensure the learning standards are met and structured into a weekly timetable, with 5 hours of learning per day, broken into two 2-hour blocks, each separated by a 10-minute Reset break and one 1-hour block as follows:

08:50 – 09:00 – Golden Ten (time for parent conversations and student connection)

09:00 – 10:00 – Learning hour

10:00 – 10:10 – Reset break (which includes eating time and reset time)

10:10 – 11:10 – Learning hour

11:10 – 11:45 – Recess

11:45 – 12:40 – Learning hour

12:40 – 12:50 – Reset break (which includes eating time and reset time)

12:50 – 1:45 – Learning hour

1:45 – 2:20 – Lunch break

2:20 – 3:20 – Learning hour

The subjects taught in the 35 hours of teaching time per week are as follows: at a minimum, 5 hours of mathematics and 10 hours of literacy are taught each week. Along with these core subjects, students will also engage in 1-hour sessions of Performing Arts, Visual Arts, STEM (Grade 1-6), Physical Education, Sensory PE (Prep) and 30 minutes of Auslan education during the 35 hours of teaching per week.

Language provision

Wonga Park Primary School will deliver Auslan as a Language in line with inclusive education. Auslan offers numerous advantages for all children. It enhances children's educational and personal development, fostering an environment where cognitive and social skills thrive.

Pedagogy

Wonga Park Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and provide opportunities to explore concepts and become problem solvers to find solutions.

- Leaders work together to maintain a focus on development, ensuring the learning and wellbeing goals and targets of the strategic plan are linked to the strategies and actions of the AIP.
- Leaders actively engage students, staff, families/carers, and communities to develop, communicate and consistently demonstrate high expectations for every student's learning and wellbeing
- Leaders engage student, staff, families/carers, and communities to develop goals aligned with the school's inclusive and strengths-based vision, values, and strategic plan
- Leaders regularly collaborate with teachers to build their capacity in identifying and responding to the learning and wellbeing needs of students through tiered approaches of support.

- The school improvement team monitors and implements evidence-based strategies and actions to improve student learning and wellbeing in response to needs identified through the improvement cycle.
- Middle leaders provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research.
- Teachers respond to student learning and wellbeing needs using common and subject-specific high-impact teaching and learning strategies as part of a shared and guaranteed and viable curriculum responsive to their teaching and learning model including where the wellbeing capabilities connect
- Teachers differentiate their pedagogy, lesson plans and assessments to ensure learners of all abilities can access the curriculum and engage in stimulating learning experiences that enable them to achieve their learning growth milestones and wellbeing capabilities
- Teachers critically reflect individually and collaboratively to enhance their impact on student wellbeing and learning, using the improvement cycle to ensure their practice is informed by contemporary research and evidence
- Students' views, priorities and feedback are heard and responded to by leaders through meaningful interactions, through which students openly share their experiences and leaders authentically support a solution-focused approach to improving outcomes.
- Students are actively involved in school improvement planning, and support the design and implementation of inclusive leadership, teaching and learning, assessment, engagement and support programs and practices.

ASSESSMENT

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

- Students at Wonga Park 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 Wonga Park 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 assessments may include, but are not limited to, anecdotal notes, tests and assignments, projects, snapshots, 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 supports and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Wonga Park 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

Wonga Park Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Wonga Park Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester.

At Wonga Park Primary School the Progress Reports and Semester Reports 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.

- Wonga Park 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 Semester reports.
- 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, Science, Personal and Social

Capabilities, Critical and Creative thinking, Health and Physical Education, Design and Technology, and the Arts.

- Wonga Park Primary School will use a 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, 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 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 teaching practice

Wonga Park Primary School reviews teaching practice via:

- 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.

Curriculum Review

Teaching and learning teams across year levels ensure scope and sequence and curriculum coverage is monitored across the school. These Professional Learning Communities are currently responsible for core curriculum development and support the review and refinement of our Programme of Inquiry. The Wonga Park Primary School SIT team is focused on annually reviewing our Programme of Inquiry and curriculum documentation. There is a consistent focus on continuous analysis of a range of data around school improvement to make evidence-based decisions to improve student outcomes. 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.

STUDENT WELLBEING AND LEARNING

Wonga Park Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. Wonga Park Primary School will:

- provide a comprehensive curriculum approach that incorporates personal and social learning
- implement DET initiatives including Respectful Relations and School Wide Positive Behaviours
- provide relevant, significant, challenging, inclusive and engaging curriculum
- accommodate student developmental needs within the Victorian Curriculum stages of schooling.

Students with Disabilities

Wonga Park Primary School strives to provide a safe, inclusive, and supportive school environment which values the human rights of all students and staff. Wonga Park Primary School is committed to implementing an inclusive curriculum that ensures all students including students with disabilities, have access to quality educational programs that cater for their diverse needs. Individual Education Plans are developed, monitored, and assessed as part of a continuous review cycle to ensure individual learning goals are targeted and achieved through the implementation of explicit teaching strategies. Wonga Park Primary School liaises with DET Student Support Services and regional staff to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Koorie Education

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

- working in partnership with the Koorie community to develop an understanding of Koorie culture and interpersonal relationships with the Koorie community, utilising the local Koorie Education Support Officers (KESO)
- creating an environment that respects, recognises, and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs, in partnership with the Koorie community and with the support of KESO staff.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions

- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

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](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - whole school curriculum plan

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Approved by	Julie Crawford Principal – March 2024
Next scheduled review date	2026/2027