

## Purpose

The purpose of this framework is to outline Ballarat North 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

Ballarat North 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.

Ballarat North 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:

- Defined curriculum content as 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](#)

Ballarat North Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

## Policy

Ballarat North Primary School implements a curriculum where *All students undertake year-long programs in English, Mathematics, Visual Arts, Performing Arts, Japanese and Physical Education*

- *All students undertake science across the understanding and inquiry skills areas*
- *All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business)*
- *All students undertake all technology disciplines (design and technologies, digital technologies)*

At Ballarat North Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 9 to 11am (2 hours), 11:20 to 12:20 (1 hour), 1:10 to 2:10 (1 hour) and 2:30 to 3:30 (1 hour). A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	10 hours
Mathematics	5 hours
Sciences	1 hour
The Arts	2 hours
Physical education	1 hour
Languages	1 hour
Health	1 hour
Information and communication technology, and design and technology	1 hour
Personal and Social Capabilities	1 hour
The Humanities	2 hours
Total	25 hours

## Instructional Models

Each of our instructional models for Reading Writing and Mathematics are based on the structure of:

- *Warm-Up (5-15mins)\* (Maths only)*
- *Whole Class Introduction (5-15mins)*
  - *Learning intention/success criteria:* Learning intentions are to be recorded in weekly work program documents. The success criteria are to be shared or developed with the students.
- *Independent practice (20-40mins)*
  - *Small groups instruction (modelled/shared/guided) (5-10mins):*
- *Student reflection (5-10mins)*
- *Assessment and Feedback (throughout the lesson)*

## Assessment

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

Students at Ballarat North 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 Ballarat North 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.*
- *Ballarat North Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD)/Disability Inclusion Profile (DIP), Koorie students and students in 'Out of Home' care, students with additional needs and students working well above or below the expected level in any learning area, 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

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

*The progress 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.*

- Ballarat North Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#).
- Both student achievement and progress will be included in the report.

To students: Feedback is given about current and future learning in a timely, ongoing manner for all areas of learning and development. Students are provided with the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new goals to drive future learning.

To staff: Both informal and formal data is used to inform planning and teaching on both a short and longer-term basis. Trend data also provides relevant information about the school's continuous improvement journey.

To parents: Each semester parents are provided with a written summary report that includes teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. A folio of student work, with work samples assessed against the curriculum forms part of the student report. Teachers also provide information about the student's engagement and wellbeing, so parents are fully informed in relation to the learning and development of the whole child.

Informal opportunities for parents/carers to meet with teachers are available before and after school on a daily basis and through constant communication through Seesaw. Formal processes for discussing student learning are available through 'Meet and Greet' sessions in Term 1, and 'Learning Conferences' in Term 3.

To community: Student learning outcomes data is reported in the Annual Report to the School Community.

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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school			
Curriculum Areas	Consultation of the whole staff Victorian Curriculum Scope and Sequence online document Audit to collect data to inform future decision making and the direction required	Principal, SIT and Classroom Teachers	Annually
Year levels			
Units and lessons	Sharing of the following term's planner with staff before each term ends. This may include several units of work across key learning areas.	PLC leaders and Classroom Teachers	Reviewed termly

## Professional Learning Communities (PLC)

Ballarat North 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 involve an ongoing process of recurring cycles of inquiry and action research where teams of teachers work 'interdependently' towards mutual goals. They 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 Ballarat North 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 must demonstrate evidence of achievement in the focus areas.

## 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 \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)