

OVERVIEW

Plenty Parklands Primary School aims to educate children as lifelong learners that have the knowledge, skills and attributes necessary to thrive in our rapidly changing and increasingly connected world. The school seeks to provide a positive, vibrant, and inspiring learning environment where students are the centre of all we do. 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 teaching and learning program provides all 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 includes the use of a wide variety of technology to assist in student learning.

At Plenty Parklands, we are committed to:

- empowering all students to strive for excellence
- setting high expectations of ourselves and others
- providing an educational program that develops students' curiosity and creativity
- developing responsible and engaged learners
- building each student's resilience and self-esteem
- providing a curriculum that is rich and relevant and allows all students to succeed
- providing a supportive and productive learning environment that promotes inclusion and collaboration;
- giving students voice and agency in their learning, collaboratively planning in teams for a differentiated and challenging curriculum for all students;
- rigorous assessment practices including student feedback;
- developing deep learning challenges including opportunities to apply new knowledge by developing critical, creative and higher order thinking skills; and
- using evidenced based strategies to drive improvement, such as, assessment, moderation and analysis of student data.
- promoting a strong, supportive partnership between home and the school and the wider community

PURPOSE

The purpose of this framework is to outline Plenty Parklands 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 Models of Practice, year level overviews, PPPS inquiry planner, year level five week planners, year level inquiry planners and the curriculum time allocation document.

CURRICULUM OVERVIEW

Plenty Parklands Primary School is committed to offering a comprehensive curriculum. The school implements the [Victorian Curriculum F-10](#) (inclusive of Levels A-D) which sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum Foundation (Prep) to Year 6 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

The design of the Victorian Curriculum is:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health and Physical Education
- The Humanities
- Technologies
- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

English will be undertaken daily with focussed sessions for reading and writing. These will be implemented in line with our Models of Practice. Speaking and listening skills will be explicitly developed during both reading and writing sessions and will be practiced and utilised during all other areas of the curriculum.

Mathematics will be undertaken daily with focussed sessions for the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Sessions will be implemented in line with our Models of Practice.

Our **Inquiry Learning** approach will be utilised to design learning experiences that focus on and enable the skills and knowledge of the following Victorian Curriculum learning areas to be developed:

- History
- Geography
- Civics and Citizenship
- Science
- Economics and Business
- Health
- Technologies

The capabilities (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Learning) represent sets of knowledge and skills that are developed and applied across the curriculum.

Weekly sporting opportunities will be provided to all students through our comprehensive physical education program. Students in year 5-6 will also have the opportunity to participate in an interschool

sporting program. We will provide a **camping program** to enable children to develop skills and understandings in the area of outdoor education and to build their wellbeing and their social, emotional and positive relationships skills. A swimming program (years 1-2) and a gymnastics program (years 3-4) will also be offered by the school.

The use of **Information and Communications Technologies (ICT)** will be integrated across the curriculum to support the teaching and learning programs and to provide students with a tool to process and present their learning.

Specialist teachers provide instruction in Physical Education, The Arts (Drama, Music and Visual Arts), eLearning and Languages (Indonesian).

Wellbeing at Plenty Parklands Primary School is embedded in our engagement and curriculum policies by creating an educational environment and curriculum that is inclusive and meaningful to all students. The Resilience Project and Resilience, Rights and Respectful Relationships whole school programs are implemented across all year levels and strongly fosters the wellbeing and social development of students. The values and behavioural expectations are explicitly taught and social and emotional wellbeing is fostered along with the development of positive relationships. The Personal and Social capability curriculum will underpin the learning in this area.

CURRICULUM PROVISION

Plenty Parklands Primary School will provide all students with a planned and structured school based curriculum program that will address the specific needs of students in relation to gender, additional learning needs, disabilities and impairments, giftedness, and students from culturally and linguistically diverse backgrounds.

To support the delivery of the Victorian Curriculum, Plenty Parklands Primary School will:

- develop a program that ensures all the learning areas are substantially addressed across the year levels and bands of schooling
- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- comply with all DET guidelines about the length of student instruction time required in Victorian schools, including:
 - [Physical and Sport Education – Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
- access and select a wide range of suitable educational resources
- resource programs with a viable Program Budget process
- undertake a range of student assessment and reporting activities

Teachers at Plenty Parklands Primary School work collaboratively in year level teams to plan and implement a differentiated teaching and learning program that caters for the individual needs of all students, including students with additional needs, who may be operating at various points along the learning continuum. They use the Victorian Curriculum to form the basis and focus of the teaching and learning program to be implemented.

Time Allocation

At Plenty Parklands Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6x50 minute sessions. Our time allocation document sets out the organisation and allocation of time for each of the learning areas and capabilities and our whole school timetable ensures implementation on a weekly basis.

Supporting Students

The individual needs of students with additional needs are recognised with detailed planning including making reasonable adjustments to their learning programs. This may include students who are out of home care, students with a disability, learning difficulty or for whom English is an additional language. Support staff, allied health professionals and external agencies work with students and families to maximise student learning and cater for their individual needs. Additional programs, including EAL, Language Support and Tutoring, are provided to support identified students with their learning.

Language Provision

Plenty Parklands Primary School will deliver Indonesian as a Language.

Pedagogy

The pedagogical approach at Plenty Parklands Primary School is directly aligned with the FISO Model of School Improvement. We have developed an instructional workshop model for Reading, Writing and Mathematics, which embeds a Gradual Release of Responsibility.

Students are engaged at their level of need, or Zone of Proximal Development (ZPD) and supported throughout the learning process. To cater for individual student learning needs, the curriculum is differentiated so that teachers can scaffold, stimulate and challenge students at a point of need, maximising their learning.

Student agency and voice is promoted school wide so as to promote students' responsibility for and agency in their learning. All students are provided with opportunities to be involved in and drive their learning and school experience, including individual learning goals. Students are also able to provide feedback to teachers via the Attitude to School survey in Years 4-6. These survey results also directly inform the school's Annual Implementation Plan and School Strategic Plan.

ASSESSMENT AND REPORTING

Plenty Parklands Primary School is committed to ensuring that every student has the best opportunity to achieve their full potential. Assessment and reporting are important processes that provide information about what students know and can do and informs their future learning. They identify how well a student has learnt specific content or skills and ensures that the student, parent, and teacher understand where a student is on a learning continuum at a specific period of time.

Assessment

Students at Plenty Parklands 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.

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

The school assesses student learning as part of the school based curriculum program. Students' assessment data can be reviewed by teachers for diagnostic, formative and summative assessments.

Teachers at Plenty Parklands:

- 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.
- use assessment in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.

- develop assessment tasks that 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.
- 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.
- 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.
- assess the English language proficiency of English as Additional Language (EAL) students using the Victorian Curriculum F-10 EAL.
- participate in moderation of assessment tasks, both horizontally and vertically, so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.
- provide students with feedback about their current learning and areas for future learning in a timely ongoing manner for all areas of learning and development.
- provide students with the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

Reporting

Plenty Parklands Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Plenty Parklands Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the year, including through twice annual formal reporting.

Plenty Parklands Primary School formally reports student achievement and progress using Compass. The report will be in a written format easy for parents/carers to understand and will be accessible in a digital format with the option to translate text from English to another language, to cater to our school community.

When reporting, Plenty Parklands 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](#).
- ensure that both student achievement and progress will be included in the report.
- include 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).
- use a four point scale for the reporting of concepts and skills in English, Mathematics, Inquiry and specialist subjects.
- provide opportunities for parents/carers and students to discuss the school report with teachers and/or school leaders.
- conduct three way conferences twice yearly, providing parents/carers with the opportunity to discuss their child's 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.

The school's curriculum programs will be reviewed on a cyclical basis to ensure it aligns with the Victorian Curriculum. Curriculum audits and reviews will inform future curriculum planning and implementation. The teaching staff will work together to create a culture of learning, collaboration and continuous improvement.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Models of Practice – Reading, Writing and Mathematics	Leading Teachers	Yearly
	PPPS Inquiry Planner	Leading Teachers	Yearly
	Respectful Relationships/The Resilience Project Scope and Sequence	RRRR Coordinator	Yearly
Curriculum Areas	Specialist Areas	Relevant Specialist Teacher	Termly
Year levels	Yearly Overview	PLC Leader	Start of each year and revised each planning cycle.
Units and lessons	5 week planner	PLC Leader	Weekly

Review of teaching practice

Plenty Parklands Primary School reviews teaching practice through:

- **Professional Learning Communities (PLC)** focus on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively plan a sequence of learning for an identified group of students.
- Leading Teachers and Learning Specialists play a major role in the PLC's by providing instructional leadership and coaching to ensure scope and sequence and curriculum coverage is developed and monitored across the school for all learning areas and capabilities of the Victorian Curriculum.
- **Performance and Development Plan (PDP)** - The Performance and Development cycle 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.
- The SIT team will continuously monitor student outcomes and track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus. Whole school data sets will include NAPLAN, Victorian Curriculum teacher judgements, Fountas and Pinnell data, Student Attitudes to School Survey data and Staff Opinion Survey data. These will be reviewed and indicate the success of the AIP and measure the impact of the Strategic Plan.
- Data will also be used to determine student support options including for those at risk of not realising their potential, development of Individual Education Plans, the provision of extra teaching support and/or referral for further assessments.
- The Executive Team will ensure the data is reviewed as described. The structure and workforce evaluated and the professional learning program that is based on identified student needs is designed and planned to ensure the capacity of teachers is continually increased and

improved. Collective efficacy will be paramount and the promotion of professional collaboration in the context of participation in school improvement and PLCs will support the implementation of these key initiatives.

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:
 - [PPPS Curriculum Policy](#)
 - Models of Practice - Reading, Writing and Mathematics
 - teaching and learning program for each year level
 - unit plans/sequence of lessons

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2023
Approved by	David Whewell, Principal, September 2023
Next scheduled review date	September 2026