

CURRICULUM FRAMEWORK POLICY

Help for non-English speakers

If you need help to understand this policy, please contact Roberts McCubbin Primary School via email roberts.mccubbin.ps@education.vic.gov.au or phone 9890 2372.



PURPOSE

The purpose of this policy is to outline how Roberts McCubbin Primary School delivers the curriculum, and how the eight learning areas of the Victorian Curriculum are addressed, organised and implemented.

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 the following whole school, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Roberts McCubbin 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.

Roberts McCubbin 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](#)
- [Holocaust Education – Delivery Requirements](#)

At Roberts McCubbin Primary School we believe every child is unique and every child can succeed and is supported by a learning community that embeds excellence in teaching and learning with high expectations and support for all learners.

At Roberts McCubbin Primary School, our values are:

- *Creativity*
- *Endeavour*
- *Inclusion*
- *Resilience*
- *Respect*

At Roberts McCubbin Primary School we also use the value respect which encompasses trust, honesty and friendliness.

At Roberts McCubbin Primary School, our curriculum is designed to ensure that all students feel safe, engaged and happy at school, and have the opportunity to reach their full potential. We achieve this by:

- Supporting students with developmentally appropriate practices, matching learning experiences with our students' learning needs to individual rates of development
- Actively engaging students with a variety of learning experiences
- Enabling students to develop a positive self-esteem by experiencing success and knowing that their efforts are valued
- Encouraging students to solve problems and be comfortable 'risk takers'
- Providing learning experiences that allow students to achieve mastery of the curriculum, and become motivated, responsible, independent and life-long learners
- Providing a stimulating, attractive and supportive learning environment, where parent involvement is encouraged and celebrated
- Exposing students to a variety of learning opportunities
- Balancing explicit instruction with an Inquiry approach that allows for student voice and agency
- Developing learners who work cooperatively and respect the rights of others

IMPLEMENTATION

Roberts McCubbin Primary School's curriculum is planned and taught sequentially, and is designed to develop thinking and social skills, as well as foster student engagement, ownership and agency in learning.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake Humanities disciplines yearly (history, geography, civics and citizenship, economics and business), across all year levels
- All students undertake Science disciplines every semester
- All students undertake both Art and Performing Arts
- All students undertake all technology disciplines (design and technologies,

- digital technologies)
- All students undertake a language (Japanese)

At Roberts McCubbin Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 X 50-minute sessions.

Language provision

Roberts McCubbin Primary School delivers Japanese as a language, based on community expectations and for a seamless transition to many local secondary schools.

Pedagogy

The pedagogical approach at Roberts McCubbin Primary School ensures students are taught in a learning environment where:

- Learning goals and success criteria are visible, and are worked towards, and reflected on, each lesson
- Lessons are structured according to our whole-school instructional model, based on the gradual release of responsibility and the High Impact Teaching Strategies (HITS) and High Impact Wellbeing Strategies (HIWS)
- Learning is cross-curricular, with our Inquiry skills and understandings embedded throughout all curriculum areas
- Teaching and learning is sequential and systematic. This ensures learning experiences are developmentally appropriate and differentiated, that skills and understandings are built on over time and are increasing in complexity from concrete to abstract, leading to mastery
- Learning is enhanced through the use ICT and iPads
- Learning experiences will have a balance of student-led Inquiry and teacher-led explicit instruction
- Instructional strategies and approaches are informed by quality research and evidence, along with the HITS
- Opportunities for student agency and voice are embedded in our learning programs to improve engagement and self-efficacy

At Roberts McCubbin Primary School, students are supported by:

- Quality differentiated teaching, including lessons designed to meet their individual point of need, as identified through quality assessment and review of data in PLCs
- The use of open-ended tasks with a low floor and high ceiling, designed with enabling and extending prompts
- Explicit small focus groups, based on individual learning needs
- Explicit teaching of social and emotional intelligence and wellbeing, to ensure students have a positive growth-mindset and approach to learning
- The development of Individual Education Plans and Student Support Group meetings
- The Response to Intervention model with children being identified for Tier 2 and 3 Intervention based on assessment data
- The Tutor Learning Initiative and the Maquilit, Minilit Stage and Toe By Toe programs are used to provide Literacy intervention at Tier 2 and 3. Tier 2 and 3 intervention is also provided for numeracy

Assessment

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

Students at Roberts McCubbin 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 Roberts McCubbin 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 lesson planning in PLCs and learning, as well as to keep students and parents informed of student progress
- Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the RMPS Assessment Schedule
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers make modifications to the task to cater for students with additional learning needs
- Teachers analyse assessment tasks with students, supporting students to identify their next steps and personal learning goals
- Students are supported to reflect on their individual learning goals and next steps, enhancing student voice and agency
- Roberts McCubbin Primary School develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (which will be referred to as the Disability Inclusion Program from 2025), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, 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
- Staff participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples, to ensure staff are applying consistent judgements of student progress against Victorian Curriculum Standards across the school

Reporting

Roberts McCubbin Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Roberts McCubbin 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.

Roberts McCubbin Primary School reports to parents twice yearly, directly against the Victorian Curriculum F-10. Reports are in a written format, easy for parents and carers to understand, and are accessible in digital form, with the option to translate text from English to another language.

- Roberts McCubbin 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)
- 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 PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO 2.0 and the FISO 2.0 improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

The table below outlines how and when the school reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels, and **who** conducts the review.

	Who is responsible?	When?	How it will be reviewed?
Whole school	Principal, Assistant Principal & SIT Team (including Curriculum Leaders and Learning Specialist) Education Sub Committee as part of School Council	Termly – After whole school Planning Weeks Once a year	The SIT team will discuss whole school curriculum planning documents at SIT meetings Whole school curriculum plans shared at Education Sub Committee

<p>Curriculum Areas</p>	<p>Principal & Assistant Principal SIT Team (including Curriculum Leaders and Learning Specialist)</p> <p>Specialist team</p> <p>PLC Teams</p>	<p>Termly – After whole school Planning Weeks</p> <p>At Curriculum Professional Learning whole staff meetings (usually take place twice a term)</p> <p>In PLC meetings and PLC Planning Days</p>	<p>Planning documents discussed at SIT team meetings</p> <p>Planning documents discussed in Curriculum Professional Learning whole staff meetings</p> <p>Scope & Sequences for curriculum areas used for PLC planning</p>
<p>Year levels</p>	<p>PLC Teams</p>	<p>Termly – After whole school Planning Weeks</p> <p>Once a week during PLC collaborative planning time</p>	<p>Review curriculum trackers and PLC Term Overviews</p> <p>Ongoing team discussions during PLC meetings to design, review and modify planners throughout the term</p>
<p>Units and lessons</p>	<p>Curriculum Leaders – Numeracy & Literacy</p> <p>PLC Teams</p>	<p>Termly – After whole school planning weeks</p> <p>Once a week during PLC planning time</p>	<p>Looking at lesson plans, considering links to curriculum, Instructional Model, whole school strategies, and evidence of differentiation</p> <p>Ongoing team discussions during PLC meetings to design, review and modify lesson plans throughout the term.</p> <p>Focusing on coverage of the curriculum, Instructional Model, whole school strategies, and evidence of differentiation</p>

Curriculum Planning Documentation

The Roberts McCubbin Primary School staff plan a comprehensive curriculum for students at the following different levels:

Level One – By Whole School

- 'Whole School Curriculum Plan' document

Level Two – By Curriculum Area

- 'Writing and S&L Curriculum Mapping' document
- 'Reading Curriculum Mapping' document
- 'Spelling Scope & Sequence' document
- 'Numeracy Curriculum Mapping' document
- 'Inquiry Curriculum Mapping' document
- 'Specialists – Curriculum Area Mapping' document

Level Three – By Year Level

- 'Classroom Teachers – Year Level Curriculum Mapping' document
- Weekly year level Literacy planners
- Weekly year level Numeracy planners
- Termly year level Inquiry planners

Each level produces a Term Newsletter that includes information about the curriculum that will be covered throughout the term. Parents can contact their child's classroom teacher for any additional information.

REVIEW OF TEACHING PRACTICE

Roberts McCubbin Primary School reviews teaching practice via:

Professional Learning Communities (PLC)

Roberts McCubbin 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 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 Roberts McCubbin 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

Post COVID-19, Roberts McCubbin Primary School provides a Statement of Expectation for staff directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives.

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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2024
Approved by	Peter Watson
Next scheduled review date	2026