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## Curriculum Framework

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### PURPOSE

The purpose of this framework is to outline White Hills 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 of 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

White Hills 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.

White Hills 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](#)
  - [Languages Education](#)
  - [Holocaust Education – Delivery Requirements](#)

White Hills 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 of their endeavours.

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 to inform teaching programs.

## IMPLEMENTATION

White Hills Primary School implements its curriculum ensuring that:

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language (Chinese)
- Humanities, technologies and Science key learning areas are completed in inquiry sessions

At White Hills Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, year level curriculum plans.

### 1. Language provision

White Hills Primary School will deliver Chinese as a Language, based on its partnership with the Bendigo Language School.

### 2. Pedagogy

The pedagogical approach at White Hills Primary School is based around the Gradual Release of Responsibility in which students are provided with Explicit and Systematic instruction, moving students towards independence. Teachers collaborate weekly in both Literacy and Numeracy to develop lessons that incorporate high impact teaching strategies such as evidence based explicit instruction and highly developed questioning. Lessons are developed sequentially based on prior assessments.

### 3. Assessment

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

Students at White Hills 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 White Hills 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.
- White Hills 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.
- 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.

#### 4. Reporting

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

*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.*

- White Hills Primary School will report directly against the Victorian [Curriculum F-10 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).
- White Hills Primary School will use either a learning 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.

#### 5. 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.

##### **Review of school curriculum**

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	NAPLAN. PAT Data, School Wide Data Trends	Leading Teachers Executive Team SIT	Yearly
<b>Curriculum Areas</b>	NAPLAN. PAT Data, Moderated work samples	Leading Teachers Executive Team SIT	Termly
<b>Year levels</b>	NAPLAN. PAT Data, Data Walls, Essential Assessment, DAL	Team Leaders	Weekly
<b>Units and lessons</b>	Pre and post testing for concepts, moderated work samples	Team Leaders Year level teachers	Weekly

##### **Review of teaching practice**

- 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.

## 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 \(FISO 2.0\)](#)
- [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 planning
- teaching and learning program for each learning area and capability
- teaching and learning program for each year level
- unit plans/sequence of lessons

## POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2024
Approved by	Principal
Next scheduled review date	Before July 2028