



Wales Street Primary School



CURRICULUM FRAMEWORK

PURPOSE

The curriculum 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:

- Programme of Inquiry
- Unit of Inquiry planning documents
- Curriculum Overviews
- Literacy & Numeracy Planners
- Weekly planners from year levels and specialist teachers

OVERVIEW

Wales Street Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy. We are proudly authorised as an International Baccalaureate School offering the Primary Years Programme (IB PYP). We believe that in order to empower our students to be independent, innovative and engage with the world, we must provide transdisciplinary learning environments that foster creativity, conceptual understandings and an inquiry approach to learning.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an inquiry classroom curriculum program addresses the Victorian Curriculum Key Learning areas of Science, The Humanities and Technologies. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Italian) STEAM, Visual and Performing Arts. The Capabilities, including Personal and Social Learning are addressed within these curriculum areas and supported by a range of camps, incursions and excursions.

Wales Street Primary School is committed to offering a comprehensive, low variance 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:

- facilitating curriculum planning, implementation and review through the Professional Learning Community structure and the allocation of planning time for teams to plan and document curriculum delivery, implement, moderate and analyse assessment.
- Curriculum planning that is based on a year level of schooling
- 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](#)

Wales Street Primary School's mission is for students to be part of a diverse community-minded school dedicated to lifelong learning, helping students achieve their personal best.

We will achieve this by enabling students to be:

- Independent, creative and self-motivated
- active inquirers in the local and broader community
- reflective thinkers who are socially, environmentally, and digitally aware.
- proud of their own and others growth and success

Our purpose is to enable students to become lifelong learners and to assist them with the necessary academic, social and emotional skills in order for them to become responsible citizens in a rapidly changing world.

Our school promotes academic excellence; nurturing each student's talents whilst developing community minded individuals who embrace diversity and are respectful of each other and themselves.

IMPLEMENTATION

At Wales Street Primary School the curriculum development and implementation expectations include:

- The Victorian Curriculum, the Standards and Practice of the International Baccalaureate primary Years Program (IB PYP), and PYP documents are all referred to in the development of curriculum
- The Victorian Curriculum is used as the Framework for curriculum development from Foundation to Year 6 in accordance with Department of Education and Training (DET) policy and guidelines.
- The standards and practices of the IB PYP provide the framework for delivering the curriculum content from Foundation to Year 6, through the Programme of Inquiry (POI). This is developed in accordance with the requirements of the Victorian Curriculum, and with reference to PYP documents.
- The curriculum is collaboratively planned, assessed and reflected upon by all teachers, inclusive of specialist teachers, involved in the unit of Inquiry.
- At Wales Street Primary we provide a differentiated and inclusive curriculum that recognises and responds to diverse student needs, addressing the specific requirements of all students.
- The Programme of Inquiry (POI) is designed to maximise the potential for all; empowering independence excellence, innovation and engagement with the world. The POI makes connections across all disciplines to develop skills, knowledge and understandings. The POI is designed to be relevant, significant, challenging and engaging to all students from Foundation to Year 6. Within the POI, student learning across the school is organised into Six Transdisciplinary themes to deliver the curriculum:
 - Who we are
 - Where we are in place and time
 - How we express ourselves
 - How the world works
 - How we organise ourselves
 - Sharing the planet

Conceptual links are made where possible to Reading, Writing, Mathematics and our specialist areas of Italian, Art, Physical Education, STEAM and Performing Arts. The school uses the Kath Murdoch Inquiry Model.

The Inquiry Learning Cycle



Wales Street Primary School class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 50-minute sessions. Students are exposed to daily literacy and numeracy sessions which are delivered through explicit instruction, the gradual release of responsibility and the workshop model. Students also have weekly specialist sessions of Italian, art, performing arts, steam and physical education. All year levels have Rights, Resilience and Respectful Relationships lessons and outdoor classroom sessions. Foundation, Grade 1 and Grade 2 classes have weekly play based learning sessions.

Pedagogy

As an International Baccalaureate (IB) school, we use the PYP curriculum framework, which begins with the premise that students are agents of their own learning and partners in the learning process.

At Wales Street Primary School we deliver the Victorian Curriculum F-10, which sets out what every student should learn during their first 11 years of schooling. We explicitly teach new content and regularly review and revise previously taught concepts. We use the Gradual Release of Responsibility to scaffold student learning and use the workshop model for Literacy and Numeracy lessons. We also use an inquiry based approach for other areas of the curriculum including history, science, geography. Student agency is valued and students are encouraged to explore, question, hypothesise, research, gather data, test theories and problem solve around a central idea and conceptual understandings.

Assessment

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

We use the Framework for Improving Student Outcomes (FISO) 2.0 as a model for continuous school improvement: Evaluate and Diagnose

Prioritise and set goals

Develop a plan

Implement and monitor

Students at Wales Street 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 Wales Street 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. Wales Street Primary School has an agreed assessment schedule. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions, learning tasks, pre and post assessment tests 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.
- Wales Street 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 use of data and moderation is used to make consistent judgements across cohorts

Reporting

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

- Wales Street 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 other curriculum areas.
- Reports are shared digitally at the end of each semester.
- Parent/Teacher Interviews are conducted in Term 1 and Term 4.
- In addition we offer opportunities throughout the year for families to meet with teachers and students to share and celebrate their learning with families. This includes information

nights, student-led conferences, grade 4 personal inquiries, grade 5 mini exhibition, grade 6 exhibition, the biannual school concert and art show.

Review of teaching practice

Wales Street 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.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library: Department Of Education Policies
 - o [Curriculum Programs Foundation to 10](#)
 - o [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - o [Assessment of Student Achievement and Progress Foundation to 10](#)
 - o [Digital Learning in Schools](#)
 - o [Students with Disability](#)
 - o [Koorie Education](#)
 - o [Languages Education](#)
 - o [Physical and Sport Education — Delivery Requirements](#)
 - o [Holocaust Education](#)
 - o [Reporting Student Achievement and Progress Foundation to 10](#)
 - o [Sexuality and Consent Education](#)
 - o [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - o WSPS Programme of Inquiry
 - o Term curriculum overview for year levels
 - o Weekly planning documentation
 - o Unit of Inquiry planning documentation

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Approved by	Jennifer Deeble
Next scheduled review date	June 2027