

Purpose

The purpose of this framework is to outline Teesdale 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.

Teesdale Primary School has an evidence based Literacy and Numeracy Framework that reflects what we teach, how we teach and when we measure learning through assessment.

Overview

Teesdale 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.

Teesdale 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

Teesdale Primary School aims to promote academic excellence and belonging for all students.

Teesdale 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 their endeavours.



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At Teesdale Primary School our teaching and learning framework presents 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 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 evidence based educational resources that enhance classroom learning and student engagement. Our planning documents reflect the data and information from a range of student assessment sources. The collaboration between staff, parents/carers and the student through conferences, biannual reporting and SSG meetings to ensure a focus on student learning and wellbeing, and undertake a range of student assessment and reporting activities.

Implementation

Teesdale Primary School implements its curriculum through explicit instruction which is supported by opportunities to explore. English is taught for two hours daily and Mathematics instruction is on hour daily. This is supported by Physical Education, Science, Art and our discovery subjects including Performing Arts, Digital Technologies, Indigenous Studies and Seasonal Sport . At Teesdale 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, curriculum area, year level, unit and lesson curriculum plans.

Pedagogy

The pedagogical approach at Teesdale Primary School delivers excellence in tier 1 classroom instruction with the gradual release of responsibility embedded in our instructional routines The 'I DO, We Do, You Do' Approach is consistent across the school. Tier 2 and tier 3 supports are provided by the classroom teacher, TLI teachers and inclusion support staff who scaffold and differentiate student learning as required.

At Teesdale Primary School, our approach aligns with FISO 2.0, recognising the relationship between learning and wellbeing. We acknowledge the importance of continual learning in all curriculum areas along with the development of the capabilities for all students.

High impact teaching strategies are evident in our classrooms, including core curricular and specialist lessons. Teachers use opportunities such as peer observations, collaborative planning time and Junior/Senior team meetings to upskill in these areas.

Assessment

Teesdale Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Teesdale 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 Teesdale 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.*
- *Teesdale Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (DIP), 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 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

Teesdale Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Teesdale 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 Teesdale Primary School, biannual conferences and reporting documents provide information to parents/carers about their child's learning progress. This reflects learning behaviours and student



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growth. Parents/carers are encouraged to contact teachers to discuss their child at any point. Teachers and leadership can be contacted through Sentral, school email or phone.

The 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. A printed report is available for families without digital access.

- *Teesdale 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).*
- *Teesdale Primary School will use either a learning goals scale or a learning dimensions 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.*
- *Student Support Group (SSG) Meetings are held each term for identified students. The students' IEP and or BMP is discussed and updated as necessary.*
- *Student-led conferences conducted annually 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 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
Whole School	Naplan data - Big picture analysed by the whole school. A Learning Specialist identifies key areas of growth and areas of need. Teams unpack data on a student level and implement improvement strategies. Student achievement data.	Leadership Staff Improvement Team	Once a year



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	<p>Annual Implementation Plan - writing goals and monitoring of assessment.</p> <p>Attitudes to School Survey</p> <p>Staff Opinion Surveys</p> <p>Parent Opinion Data</p>	Whole	
Curriculum Areas	<p>Whole-School Writing Moderation - student work samples on specific text type. Identifies consistent successes and areas of focus for cohort and individual students.</p> <p>The Writing Revolution School Wide Yearly Overview. In consultation with Learning Specialists, teams use school calendar and Content Knowledge units to plan text types for the year.</p> <p>School wide P.D days - to reflect on current data and to research evidence-based assessment practices to assess and inform future teaching and learning.</p> <p>Year Level Planning</p>	<p>Learning Specialist</p> <p>Whole Staff</p>	<p>Once a term</p> <p>Once a year</p> <p>Twice a year</p>
Year Levels	<p>Collaborative use of student data to inform weekly team planning</p> <p>Implementation of the whole school Assessment Schedule</p> <p>Use student data to determine support or extension and the writing of Individual Education Plans</p> <p>Weekly planning sessions in teaching teams, one hour alongside Learning Specialist.</p>	<p>Team Leader</p> <p>Teaching Teams</p> <p>Learning Specialist</p>	Weekly
Units and Lessons	Year level planning adapted to suit learners in individual classroom.	Classroom Teacher	Daily

	Ongoing assessments and observations used to drive next steps.		
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Review of teaching practice

Teesdale 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:
 - [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 plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

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POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Consultation	Teaching and Learning Specialist
Approved by	Principal
Next scheduled review date	June 2027 (3-4 years)