



Help for non-English speakers

If you need help to understand this policy, please contact Alberton Primary School on 0351832412.

PURPOSE

The purpose of this framework is to outline Alberton 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 plans.

OVERVIEW

Alberton 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.

Alberton 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](#)

Alberton Primary School aims

Alberton Primary serves the district of Alberton and outlying areas, and is committed to providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. The school's objective is to empower each student with the tools for learning, particularly developing creativity, and evaluation and analytical skills. Personalized and authentic learning tasks are provided in an engaging and rich environment using digital technologies. Our Vision for Alberton Primary School is one of a learning community where inspiration, teamwork and respect support the pursuit of excellence. We are working to improve all student outcomes, promote respectful relationships and develop connections to the school and community. Our values of Pride, Effort, Empathy and Respect are used to support our students in becoming positive citizens within their community. The school has provided education to the children of Alberton and surrounding areas since 1858 and is Primary School No. 1 on the Roll of Schools in Victoria. We offer a varied curriculum covering all areas with extension and support for those children who require it. Our dedicated staff members provide social and emotional support to

our students in order to assist them to achieve the utmost academic and personal growth. We work in partnership with parents to provide the best education and facilities for students. Our staff members are highly trained and work to differentiate and extend students in their learning. They undertake professional learning throughout the year in order to continue to improve their teaching and learning practice.

IMPLEMENTATION

Alberton Primary School implements its curriculum with all students undertaking year-long programs in English, Mathematics, science, a language, the arts and Physical Education/Sport. Humanities disciplines (history, geography, citizens and citizenship, economics and business) are taught throughout the year. Music is also a strong part of our curriculum.

At Alberton Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 one hour sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, 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 plans.

1. Language provision

Alberton Primary School will deliver Auslan as a Language, based on the availability of a teacher.

2. Pedagogy

The pedagogical approach at Alberton Primary School is Collaborative. Teachers use group work in the classroom and aim for groups of smaller sizes. With this approach, the teacher also uses teacher modelling, questioning, and class instruction to engage students in different activities. Teacher modelling is employed to capture a child's interests and the follow up with explicit teaching. When children observe an adult demonstrating a task or reacting to a situation in a certain way, they can copy these actions for themselves.

The students at Alberton Primary School are encouraged to employ the following Learning strategies to improve their understanding and outcomes: Integrating with Prior Knowledge (elaboration), Outlining (organizing), Spaced Practice, Seeking Feedback, Monitoring their understanding and Help-Seeking. The teachers at Alberton assist their student's learning by using the following high impact teaching strategies: Setting goals, having clear learning intentions and success criteria, Structuring lessons using the workshop approach, Explicit teaching, Worked examples, Differentiated teaching, Providing feedback and questioning.

Alberton Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. This has been personalised into the Alberton Primary School Assessment Schedule which is reviewed annually.

Students at Alberton 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 Alberton 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 unit plans and scope and sequence documents. 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.*
- *Alberton 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 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.*

3. Reporting

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

- *Alberton 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).*
- *Alberton 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.*

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.

4. 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	AIP, SIP, Vic-Curriculum	All teaching staff	Bi-annually

Curriculum Areas	Vic-Curriculum, Scope sequence, Planners, Collaborative discussion	All teaching staff and Specialist teacher	Yearly
Year levels	Collaborative discussion, Vic-Curriculum, Scope sequence, planners, CATs	Grade level teachers	Each term
Units and lessons	Vic-Curriculum, Moderation, CATs, Weekly planners	Individual teachers	Fortnightly

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 plan
- 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	15 th August 2024
Approved by	Principal – Malissa Nicol
Next scheduled review date	Before August 2028 – note 4 year cycle.