



**Derrimut**  
Primary School

# Curriculum Framework Policy





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## Purpose

The purpose of this framework is to outline Derrimut 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.

## Overview

Derrimut 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.

Derrimut 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:
  - o [Physical and Sport Education – Delivery Outcomes](#)
  - o [Sexuality and Consent Education](#)
  - o [Holocaust Education – Delivery Requirements](#)

Derrimut Primary School is committed to providing a safe, caring learning environment for our students so that they are motivated, engaged, resilient and prepared to contribute to the academic and social/emotional growth of themselves and others. Our school encourages its students to strive for excellence in all of these endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

## Implementation

Derrimut Primary school implements its curriculum by providing sequential learning and teaching programs that deliver a comprehensive and inclusive curriculum to all students, whilst working to foster an increasing sense of student voice and learner agency. . At Derrimut Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

Derrimut Primary School provides a comprehensive curriculum with a strong focus on Literacy, Numeracy and Social and Emotional Learning. In addition to these programs, we have a scope and sequence which addresses the curriculum areas of Humanities, Technologies, Civics and



Citizenship and Health. Specialist teachers provide instruction in Healthy and Physical Education, Science, Visual Arts, Performing Arts and LOTE (Chinese Mandarin).

Interdisciplinary, personal and social capabilities are addressed through our Social and Emotional learning. This is also supported by our camps, incursions and excursions programs as well as our interschool initiatives. Our school is an active participant in district sporting competitions. The teachers work as a team to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support staff, the development of Individual Education Support Plans and modified programs for individual students, provide the additional support for our students when it is needed.

### **Language provision**

Derrimut Primary School will deliver Chinese (Mandarin) as a Language.

### **Pedagogy**

The pedagogical approach at Derrimut Primary School, students will be taught and supported to learn, in accordance with FISO 2.0.

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- The school implements the Framework for Improving Student Outcomes (FISO) 2.0 model for continuous school improvement.
- In developing the Curriculum Plan, our school will provide at least 25 hours of student instruction per week. (See Appendix A)
- The school will support the Victorian Curriculum with inquiry and social emotional learning.
- Teaching and learning programs will be resourced through Program Budgets.
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan using the Response to Intervention model
- curriculum delivery and student learning outcomes.
- The Leadership Team will determine the curriculum program for the following year, based on student need determined through data analysis and the School Strategic and Annual Implementation Plans.
- Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- The DET requirements related to the teaching of Health, Physical Education, Resilience Rights Respectful Relationships and LOTE will be implemented.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- In developing its curriculum plan, the school will provide a broad range of educational pathways to ensure improved student outcomes.

- The school will document, through its School Strategic Plan and the Annual Implementation Plan, which key strategies for improvement in student learning outcomes form part of its curriculum plan.
- Curriculum Scope and Sequences will be reviewed annually according to the school's priorities.
- A wide range of educational resources to support teaching and learning will be accessed.
- The school will undertake a range of student assessment and reporting activities.
- The school will ensure that classrooms are safe and classroom activities are conducted safely.
- Every four years, the school will undertake a major review of curriculum,

## Assessment

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

Students at Derrimut 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.

An agreed Assessment schedule will be implemented by teachers to guide Teaching and Learning for individual and groups of students and for program development.

- *The school will provide quality and meaningful education for Koorie students by use of the Marrung: Aboriginal Education Plan 2016-2026.*
- *Our school will ensure all students have access to a quality education that meets their diverse needs.*
- *Our school will provide culturally appropriate and inclusive programs for all students by creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.*
- *Teachers at Derrimut 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.*
- *Derrimut 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.*

### Communication

This policy is presented at and ratified by the School Council, as per Department of Education Policy requirements. It is published to our Derrimut Primary School Website. It is available to staff via our School Documentation and presented to our staff annually.

### Further Information and Resources

Policy Last Reviewed	September 2024
Consultation School Council	September 2024
Policy Last Reviewed	Feb 2022
Approved by Principal	September 2024
Next scheduled Review Date	September 2027