

WOORAGEE PRIMARY SCHOOL CURRICULUM FRAMEWORK POLICY 2021

PURPOSE

The purpose of this framework is to outline Wooragee 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, and when and how we report to parents.

OVERVIEW

Wooragee 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.

Wooragee 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.

Wooragee Primary School aims to engage and encourage our students to:

- Develop a love of learning and value being a learner
- Be literate, numerate and technologically skilled
- Be environmentally and globally aware
- Be culturally sensitive and understanding of others
- Select and evaluate information and be intellectually curious
- Be problem solvers who are able to think creatively and critically
- Work in teams with skills in cooperation, communication and negotiation
- Be flexible, adaptable and have persistence, so they are better able to adapt to change or when they experience discomfort
- Be community builders, with strong social competencies, resilience and self-esteem
- Know *how to learn* and want to continue to learn
- Move from being supported learners to autonomous, independent learners

IMPLEMENTATION

Our goal is to maximise learning growth across the curriculum for every student. We want our students to be Respectful (for self, for others, for the environment and community), Resilient (trying hard, bouncing back, persisting), Responsible (for their learning, for their thoughts, for their actions).

We believe that we are preparing our students and enabling their lifelong learning journey. Our belief is that an effective teaching and learning program should enable children to make meaningful learning connections in a supportive and safe environment.

We endeavour to create an effective teaching and learning environment that provides the opportunity for children to:

- Be engaged in their learning and feel empowered through student voice and agency
- Respectfully and actively interact with others
- Be participants who inquire and question
- Draw and build on their existing knowledge, understandings and interests
- Make real world connections
- Apply their learning to authentic questions and issues
- Develop higher order thinking and processing skills
- Explore and develop values and attitudes
- Develop positive learning habits; effort, resilience, persistence, questioning
- Utilise a range of learning styles and approaches

At Wooragee Primary School, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into a 145 minute and 2 x 80 minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	620
Mathematics	300
Sciences	80
Humanities	30
The Arts	75
Languages	30
Health and Physical Education	120
Personal & Social Capability	60
Information and communication technology, and design and technology	60
Stephanie Alexander Kitchen Garden Program (integrated Literacy, Numeracy, science, social & emotional learning)	125
Total	1500

Pedagogy

The pedagogical approach at Wooragee Primary School is consistent with the gradual release of responsibility model. The gradual release of responsibility instructional framework purposefully shifts

the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner (Pearson & Gallagher, 1983). It stipulates that the teacher moves from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Graves and Fitzgerald (2003) note that "effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners" (p. 98).

The gradual release of responsibility framework, originally developed for reading instruction, reflects the intersection of several theories, including

- Piaget's (1952) work on cognitive structures and schemata
- Vygotsky's (1962, 1978) work on zones of proximal development
- Bandura's (1965) work on attention, retention, reproduction, and motivation
- Wood, Bruner, and Ross's (1976) work on scaffolded instruction

Taken together, these theories suggest that learning occurs through interactions with others; when these interactions are intentional, specific learning occurs.

Assessment

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

The Wooragee Primary School Assessment Schedule clearly outlines the tool, requirements and frequency of assessment within our school and states whether the purpose is for, of, or as learning.

Reporting

Wooragee Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy.

At Wooragee Primary School we purposefully select the use of language for our report cards which directly links to our use of learning intentions and success criteria in the areas of English and Mathematics. This is to ensure parents have a clear and thorough understanding of where their children are at and clearly documented 'next steps' in their learning. All curriculum areas are reported on in regards to both achievement and effort. This is to align with our school values and valuing both the process and the outcome in the learning process.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the Framework for Improving of Student Outcomes (FISO). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool (SPOT) and it directly influences school direction in the form of what goals are set in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

Whole school curriculum documents are visited annually to ensure their validity. Termly and weekly level planning is reviewed as its name suggests. Consistent template use is visible across the school, to

ensure consistency in its presentation and detail, supporting teachers to be able to adapt documents to their current contexts.

Professional Learning Communities (PLC)

Wooragee Primary School uses cluster and school level PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Wooragee Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO\)](#)
 - [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](#)
 - [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	May 2021
Approved by	Alicia Odewahn
Next scheduled review date	December 2021