



# MACARTHUR STREET PRIMARY SCHOOL

## CURRICULUM FRAMEWORK POLICY



### Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 5332 4746.

### PURPOSE

The purpose of this framework is to outline Macarthur Street 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 area, year level and unit / lesson curriculum plans.

### OVERVIEW

Macarthur Street 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.

Macarthur Street 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](#)

Macarthur Street Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

## POLICY

Macarthur Street Primary School implements its curriculum *All students undertake year-long programs in English, Mathematics and Physical Education*

- *All students undertake science across the understanding and inquiry skills areas*
- *All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business), with history as a core semester learning program*
- *All students undertake at least one Arts discipline – Visual Arts and Performing Arts*
- *All students undertake all technology disciplines (design and technologies, digital technologies)*
- *All students undertake a language Japanese*

At Macarthur Street Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 9 to 11am (2 hours), 11:45 to 1:45 ( 2 hours) then the final session of the day is 2.15 pm till 3:15pm (1 hours) . A breakdown of time allocated to each learning area is documented below:

Domain	Hours Per Week
English	10 hours
Mathematics	5 hours
Sciences	1 hour
The arts	2 hours
Humanities	1 hour
Health and physical education including Respectful Relationships	3.5 hours
Languages	1 hour
Information and communication technology, and design and technology	1.5 hours
Total	25 hours

### Language provision

Macarthur Street Primary School will continue to deliver Japanese as a Language, based on the ongoing commitment to Japanese and the needs of our students and The pedagogical approach at Macarthur Street Primary School guarantees effective teaching in every classroom to meet the students at their point of need.

**The Instructional Model is** based on the Workshop model for Reading, Writing and Mathematics:

# MSPS Teaching Model

5 mins

Reflection

Review LI & SO  
Sharing of Learning  
Feedback  
Goal Setting

20 mins

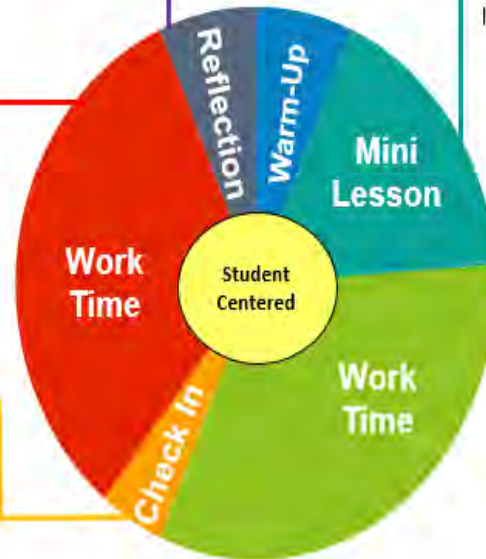
**Work Time**      **Student's Role**

Read to Someone  
Listen to Reading  
Read to self  
Word Work  
Reading Response

5 mins

Check In

Review LI & SO  
Model or share a strategy  
Clarify Confusions



Mini Lesson

10 mins

HOOK -

Learning Intentions - are descriptions of what learners should know, understand and be able to do.

Success Criteria - are the measures used to determine whether, and how well, learners have met the learning intentions, co constructed with students.

[Link to Aitsl document](#)

Work Time

Teacher's Role

20 mins

- Small Group - Shared - Highly supported, teacher modelled, Instructional
- Guided - Teacher guided, Instructional, small group of like ability or needs
- Conference - 1:1 conversations around progress to individual goals.
  - Teacher keeps notes.
  - New goal setting.
  - Student owned.

**STUDENT VOICE AND AGENCY**

## Assessment

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

Students at Macarthur 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 Macarthur 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. 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.*
- *Macarthur 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 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

Macarthur 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, Macarthur 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.

At Macarthur Street Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 2 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.

- Macarthur Street 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).
- Macarthur Street Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

### 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.

Layer of review/planning	Process and data used <b>[Outline how this level of planning works in the school and what data or tools are used to inform the review]</b>	Responsibility <b>[Who is responsible?]</b>	Timeframe <b>[Frequency and completion timeframe]</b>
Whole school			
Curriculum Areas	Consultation of the whole staff Victorian Curriculum Scope and Sequence online document Audit to collect data to inform future decision making and the direction required	Principal and Classroom Teachers	Annually
Year levels			
Units and lessons	Sharing of the following term's planner with staff before each term ends. This may include several units of work across key learning areas.	Classroom Teachers	Reviewed termly

### Professional Learning Communities (PLC)

Macarthur Street Primary School uses 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 Macarthur Street 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.

## 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 \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)

### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	December 2022
Approved by	Principal
Next scheduled review date	December 2024