MACARTHUR STREET PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY

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 student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, F-6, 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
    - Sexuality and Consent Education
    - Holocaust Education – Delivery Requirements

At Macarthur Street Primary School, we aim to empower every student to realise their full potential within a nurturing and purpose-driven educational setting. Guided by our core values of Respect, Responsibility, and Resilience, we maintain unwaveringly high standards for all staff and students while fostering an atmosphere of compassion and inclusion.

At Macarthur Street Primary School we implement a knowledge rich curriculum and value the importance of history, science and the arts. Our knowledge framework underpins all curriculum planning and is a structured, sequential plan of how and when aspects of these areas will be taught. A reading spine is linked to this framework which outlines texts which will be taught alongside each knowledge unit. Our texts are an excellent example of genre and style and give students access to a variety of complex text types throughout their reading journey.

Macarthur Street Primary School believes in the importance of each aspect of Scarborough's reading rope and we have structured our literacy time to incorporate each element.

IMPLEMENTATION

Macarthur Street Primary School implements its curriculum plan through the whole school agreed instructional model. At Macarthur Street Primary School, class time is structured into a weekly timetable, with 5 hours of learning each day, broken into 60-minute sessions. The weekly timetable reflects the whole school two-year curriculum plan which includes the 8 key learning areas.

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 and unit / lesson curriculum plans.

Learning areas are broken down into the following hours per week.

Curriculum area	F-2	3-4	5-6
English	10	10	11
Mathematics	5	6	5
Science (STEM)	1	1	1
Humanities/Knowledge	3	3	3
The Arts (visual & performing)	1	1	1
Auslan	1	1	1
Physical Education	2	1	1
RRRR/Behaviour curriculum/SWPBS	1.5	1.5	1.5
Library	0.5	0.5	0.5
School Assembly	0.5	0.5	0.5
Social interaction	0.5	0.5	0.5
Total Hours	25	25	25

Language provision

Macarthur Street Primary School will deliver Auslan as a language. Due to staffing constraints, the school purchases an online program 'Learn Auslan Online' which can be taught directly to students by a classroom teacher.

Pedagogy

At Macarthur Street Primary School, we follow an Explicit Instruction approach where teachers clearly show students what to do and how to do it, rather than asking students to discover or construct information for themselves.

Explicit instruction breaks down what students need to learn into smaller learning outcomes and models each step. It allows students to process new information more effectively. It doesn't ask questions of students before the knowledge has been presented.

What does it look like in the classroom?

- Clear Learning Objectives: Teachers establish clear learning objectives for each lesson. This allows students to understand what they are expected to learn and achieve during the session.
- Model the Process: Teachers explicitly demonstrate how to approach a problem or task, providing a step-by-step breakdown of the process. This modelling helps students understand the required skills and thought processes.

- Guided Practice: After modelling, teachers engage students in guided practice. This involves providing structured exercises and immediate feedback to help students apply the newly learned skills independently.
- Gradual Release of Responsibility: As students demonstrate proficiency, teachers gradually release more responsibility to them, allowing them to practise independently while still providing support when needed.
- Regular Assessment: Continuous assessment and feedback are vital in Explicit Instruction. Teachers monitor student progress regularly, check for their understanding, and adjust instruction accordingly to address individual learning needs.

Another key component of our instruction at Macarthur Street Primary School is to ensure that all students are actively engaged. To do this we follow an approach called Engagement Norms. Engagement Norms ensure children are doing something regularly, whether it be a discussion with a partner, reading text aloud, showing responses on a whiteboard or gesturing. These norms are designed to keep students actively engaged in their learning.

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 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 have a disability inclusion profile (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

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, student reports will be in a written format easy for parents/carers to understand and will be accessible in digital form on the school's Compass platform 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 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).*
- Macarthur Street 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 in Term 1,2 and 4 with an option of a Term 3 interview. This enables 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	Curriculum plans F-6 Knowledge Curriculum	Teaching and Learning Leader	Reviewed annually
Curriculum Areas	Core subject scope and sequences	Teaching and Learning Leader	Reviewed annually
Year levels	Term and yearly planners	All Staff	Termly Weekly
Units and lessons	Weekly planning and lesson slides	All Staff	Weekly

Review of teaching practice

Macarthur Street 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:
  - Teaching and Learning playbook
  - Whole school curriculum plan
  - Whole school scope and sequences

POLICY REVIEW AND APPROVAL

Policy last reviewed	20/03/2025
Approved by	Principal
Next scheduled review date	March 2028