



Tate Street Primary School Curriculum Framework Policy

PURPOSE

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

OVERVIEW

Tate 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.

Tate 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](#)

Tate Street Primary School aims to committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Tate Street Primary School is dedicated to the development of each student's intellectual, social and emotional growth. Our primary focus is not to standardize education, but to personalize it, to build achievement on discovering the talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions. This means engaging families and the wider community as learning partners in the provision of a diverse, evolving curriculum that

inspires passion, supports personal growth and equips students with essential life skills. We empower students to become confident and adaptable life-long learners who are ready to build positive, purposeful futures.

Tate Street Primary School is currently in the process of reviewing the school's curriculum and pedagogy. A review of this policy will take place in 2024 to include both elements.

IMPLEMENTATION

Tate Street Primary School implements its curriculum to reflect the holistic needs of students, recognising and catering for different learning styles and celebrating student achievement. We believe that engagement on all levels, emotional, cognitive and behavioural, is required to ensure maximum participation, a sense of connectedness and a personal investment into learning. Tate Street Primary School implements the Victorian Curriculum inclusive of Levels A-D and F-6 which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The design of the Victorian Curriculum F-6 is set out below:

Learning Areas

- English (2 hours per day)
- Mathematics (1 hour per day)
- Science (1 specialist hour per week)
- Visual Art (1 specialist hour per week)
- Music (1 specialist hour per week)
- Physical Education (1 specialist hour per week)
- Auslan (30 minutes specialist per week)
- Humanities (integrated in learning programs)
- Technology (integrated in learning programs)

At Tate Street Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 60-minute sessions.

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.

Language provision

Tate Street Primary School will deliver Auslan as a Language. The Auslan curriculum focuses on acquiring a new language but also on nurturing empathy, understanding, and inclusivity among our students. We believe that by embracing Auslan, we can cultivate a more inclusive and respectful school environment where everyone's communication needs are valued and addressed.

Pedagogy

The pedagogical approach at Tate Street Primary School is currently under review and development in line with the FISO 2.0 Model of School Improvement. Implementation guidelines for literacy and numeracy are under development, with live documents accessible by staff. Tate Street Primary School adopts an explicit instruction pedagogical approach, prioritising clear, structured teaching methods to ensure students receive direct and systematic guidance in mastering academic concepts.

Assessment

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

Students at Tate 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.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Teachers at Tate Street Primary School use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

- Teachers at Tate 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.
- Tate 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.
- At Tate Street Primary School we use the Seesaw app to capture evidence of learning and growth. Each term, teachers upload evidence from each key learning area to Seesaw and share this with the student's parents/carers as part of our reporting process.

Reporting

Tate 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, Tate 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.

The 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.

- Tate 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).
- Tate Street Primary School will use an age related five-point scale for all other areas of the curriculum (where applicable).
- 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.

Additionally, Student Support Group Meetings (SSGs) are conducted to support the learning needs of students who are funded under the Program for Students with Disabilities/Disability Inclusion. SSGs occur on a termly basis in collaboration with the classroom teacher, parents/carers, Wellbeing Team, and in some cases, support workers and/or external agencies.

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	Reviewing and updating the whole school Assessment Schedule, Curriculum Framework, Curriculum and Wellbeing Data Wall <ul style="list-style-type: none"> • Teacher Judgement data • NAPLAN data 	Principal, Assistant Principal, Learning Specialists, Wellbeing Leader and intervention Teachers	Biannually

Curriculum Areas	Review and update, Scope and Sequences Instructional Model, and Pedagogy and Philosophy Statements <ul style="list-style-type: none"> ● Teacher Judgement data ● EOI and MOI Data ● NAPLAN data ● AToSS data 	Leadership Team, SIT Team, Learning Specialist, and PLC Leaders	Yearly
Year levels	Developing and reviewing Yearly and Termly Overviews <ul style="list-style-type: none"> ● Teacher Judgement data ● EOI and MOI data ● NAPLAN data ● Benchmark Reading Data 	Assistant Principal, Learning Specialist, PLC Leaders	Termly
Units and lessons	Reviewing and planning units of work and lesson plans. <ul style="list-style-type: none"> ● Teacher Judgement data ● EOI and MOI data ● NAPLAN data ● Benchmark Reading Data ● Moderated writing samples 	Learning Specialist, PLC Leaders and Teachers	Weekly

Review of teaching practice

Tate 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 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	April 2024
Approved by	Tony Mirabella
Next scheduled review date	April 2028