



### PURPOSE

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The purpose of this framework is to outline Footscray West 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 year level and unit / lesson curriculum plans.

### OVERVIEW

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Footscray West 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.

Footscray West 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 [Languages Education](#)
  - o [Strengthened approach to Holocaust education](#).

Footscray West Primary School (FWPS) is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We are lifelong learners, and 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. We value an engaging, challenging, rich and rigorous curriculum which has leverage for future learning and is responsive to individual students' learning and wellbeing needs.

## IMPLEMENTATION

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Footscray West Primary School implements its curriculum amidst a culture of appreciation for effort, where student voice and agency are strongly valued and a focus is on each student achieving their personal best. Teachers use the HITS (High Impact Teaching Strategies) to ensure the best outcomes for students. Our staff are focused on Responsive Teaching methodologies to ensure we are meeting the current learning needs of our students. Planning, teaching and evaluation of performance is tracked and monitored on a two week cycle through our schoolwide PLC process.

Our comprehensive learning program ensures that all students undertake:

- A year-long program in English (Reading, Writing, Speaking & Listening). A systematic synthetic phonics (SSP) approach is being implemented in Years F-2 through the Little Learners Love Literacy Program for Reading, with SSP continuing in the senior school for students with identified additional needs with word decoding and spelling.
- A year-long Mathematics program with a focus on ensuring students have explicit instruction in key concepts and multiple exposures to the 'big ideas' in Mathematics, particularly place value and multiplicative thinking.
- Science units of work that teach the key Science Understandings and Science Inquiry Skills each throughout the year.
- Humanities based units of work that cover the disciplines of History and Geography in Years F-2, History, Geography and Civics & Citizenship in Years 3-4 and History, Geography, Civics & Citizenship and Economics & Business in Years 5-6.
- A year long Physical Education program.
- An Arts program that offers specialist programs in Performing Arts (Drama and Dance), Visual Arts and Music.
- An Italian language program that is taught to all students for a minimum of one semester throughout each year.
- Technologies (Design and Technologies, Digital Technologies) are interwoven throughout each discipline for the duration of the year, with a specific focus on e-Safety lessons at the start of each school year to ensure child safety.

At Footscray West Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into six fifty-minute sessions. A breakdown of time allocated to each learning area is documented below:

Years P-3	
Domain	Minutes Per Week
English (inc. Library)	650
Mathematics	300
Sciences	50

Discipline Units (History, Geography, Civics and Citizenship, Economics, eSafety)	100
The Arts (Visual Art, Music, Performing Arts - Drama/Dance)	150
Languages (Italian)	50
Physical Education - Years Prep to 3	50
Information and communication technology, and design and technology	Addressed throughout other learning areas.
Social and Emotional Learning / Health <ul style="list-style-type: none"> <li>- RR</li> <li>- Consent</li> <li>- Assemblies</li> <li>- Social Skills (PREP)</li> <li>- Orchard to Plate - twice per year (100 mins per session)</li> <li>- Community Circles</li> </ul>	150
<b>Total</b>	<b>1500</b>

Years 4-6	
Domain	Minutes Per Week
English (inc. Library)	600
Mathematics	300
Sciences	50
Discipline Units (History, Geography, Civics and Citizenship, Economics, eSafety)	100
The Arts (Visual Art, Music, Performing Arts - Drama/Dance)	150
Languages (Italian)	50
Physical Education - Years 4 to 6	150
Information and communication technology, and design and technology	Addressed throughout other learning areas.
Social and Emotional Learning / Health <ul style="list-style-type: none"> <li>- RR</li> <li>- Consent</li> <li>- Assemblies</li> <li>- Social Skills (PREP)</li> <li>- Orchard to Plate - twice per year (100 mins per session)</li> <li>- Community Circles</li> </ul>	100
<b>Total</b>	<b>1500</b>

## Language provision

Footscray West Primary School will deliver Italian as a Language, based on historical community consultation and a knowledge that our main feeder secondary college enables continuance of this program .

## Pedagogy

Footscray West Primary School is in a transitional phase. We are currently redefining our pedagogical model, with our most recent approach utilising the Readers' and Writer's Workshop models for Literacy and a gradual release of responsibility model for Mathematics. As we move

through our next strategic plan, we will look to implement a Structured Literacy model for reading and writing, to explore an Explicit Direct Instruction-based model in Numeracy.

## **Assessment**

At Footscray West Primary we have a whole school approach to assessment which is rigorous and planned to enable responsive teaching. The assessment tools include diagnostic, formative and summative assessments which provide both achievement and progress data which are used to inform teaching and learning planning and programs. All gathered data is systematically and regularly analysed by the teaching teams in our Professional Learning Community meetings. We also focus on developing our students' capacity to set goals, reflect on their learning and self-assess as part of this process.

Students at Footscray West 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 will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the whole school Assessment Schedule which is reviewed yearly.

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.

Footscray West Primary School will develop Individual Education Plans (IEPs) for students who are funded through the Disability Inclusion Program, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies

## **Reporting**

Footscray West Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Footscray West Primary School ensures that there is regular sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

Each June and December, parents are provided with comprehensive written reports, through the school's Compass Parent Portal. These reports provide parents with information about their child's achievement and progress against the Victorian Curriculum F-10 achievement standards in the classroom learning subjects, as well as our specialist programs.

Each report contains:

- Outlines of the curriculum covered in the reporting semester.
- Teacher judgement scores against the achievement standards of the curriculum, including an indication of progress from the last time the curriculum area was reported on.
- Five-point scales when reporting on student achievement and progress for all curriculum areas, which are age/year level-related (with the exception of EAL).

- A five-point scale when reporting on students' work habits in specialist programs
- Attendance data
- A list of students' extra-curricular involvement across the semester
- The reports also indicate how children present as a learner and member of our learning community, through the Learner Profile and general comments.

Time is also provided for parents to meet the teacher early in Term 1 to share information about their child as they transition into a new year level and grade. Later in Term 1, families are invited to a Kids Share Open Afternoon, where students have the opportunity to share their learning and progress informally with their family in the classroom. In June, we host parent teacher interviews (or student-led conferences for older students) to discuss the student reports and children's progress. If needed, parents can make a time to meet with staff after report distribution in December.

Parents and teachers also meet or converse regularly across the year as needs arise. Parents are welcome to make appointments with class teachers on Tuesday afternoons during non-meeting times.

## CURRICULUM AND TEACHING PRACTICE REVIEW

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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.

### Review of school curriculum

The school creates a School Strategic Plan (SSP) every four years with Key Improvement Strategies identified through a rigorous review process by the department. The School creates an Annual Implementation Plan (AIP) where it prioritises KIS taken from the SSP. This process is transparent where it is presented and approved by School Council.

Curriculum reviews are undertaken by Professional Learning Communities (PLCs). The curriculum is planned across the year in four term planners. Teachers at each level work together weekly as a PLC to discuss and plan for student learning across the level. This develops a shared ownership for ensuring quality student learning and celebrating achievement. The team uses evidence in the form of work samples and assessment data to determine priorities for curriculum delivery based on the curriculum framework. This structure enables school structures that guarantee specifically allocated times to ensure weekly meetings occur. Meetings are chaired by an Instructional Leader who is accountable for archiving the minutes and evidence of student learning at their level.

The Instructional Leaders for each level meet fortnightly. During these meetings, whole school data and curriculum is tracked and discussed. Every year, members of the leadership team will work with relevant professional learning teams to audit the curriculum of each program. This audit will inform future curriculum planning and documentation. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET and on the school website.

Footscray West Primary School has a focus on improving teacher practice to better cater for all students across a level. This is achieved through a process of ongoing data driven discussions in the PLCs, coaching and mentoring, shadowing, and collegiate observations.

### Review of teaching practice

Footscray West 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

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- Policy and Advisory Library:
  - o [Curriculum Programs Foundation to 10](#)
  - o [Framework for Improving Student Outcomes \(FISO\)](#)
  - o [Assessment of Student Achievement and Progress Foundation to 10](#)
  - o [Digital Learning in Schools](#)
  - o [Students with Disability](#)
  - o [Koorie Education](#)
  - o [Languages Education](#)
  - o [Physical and Sport Education — Delivery Requirements](#)
  - o [Holocaust Education](#)
  - o [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
  - o year level curriculum plans and unit planners

## POLICY REVIEW AND APPROVAL

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<b>Approval date:</b>	March 2023
<b>VRQA policy:</b>	Yes
<b>DET mandated policy:</b>	No
<b>School Council input:</b>	Not required
<b>Consultation:</b>	Not required
<b>Next scheduled review date (review cycle):</b>	03/2026 (3 years)



### **Help for non-English speakers**

If you need help to understand the information in this policy please contact a member of the Footscray West Primary School Principal Team on 9687 1535 or [footscray.west.ps@education.vic.gov.au](mailto:footscray.west.ps@education.vic.gov.au)