



# Stanhope Primary School

Learning • Success • Respect • Citizenship



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## Curriculum Framework Policy 2024

### PURPOSE

The purpose of this framework is to outline Stanhope 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

Stanhope 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.

Stanhope 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](#)

Stanhope Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. We recognise and respond to diverse student needs when developing our curriculum programs and curriculum plans.

Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Years F to 6 at our school.

School curriculum programs are designed to enhance effective learning.

Preparing young people for the transition from school into secondary education is a critical element in our school curriculum planning.

Teaching and learning programs will be resourced through Program Budgets.

Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and cultural backgrounds. Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

## **IMPLEMENTATION**

Stanhope Primary School will provide at least 25 hours student instruction per week. The table below is an indication of how those hours and curriculum areas are arranged:

### **Time allocation per curriculum area per week.**

<b>LITERACY</b>	<b>8 hours / 9 hours (alternate weeks) includes subject specific literacy &amp; Library</b>
<b>NUMERACY</b>	<b>6 hours</b>
<b>THE ARTS</b>	<b>2 hours / 1 hour (alternate weeks)</b>
<b>PE</b>	<b>3 hours</b>
<b>PBL</b>	<b>5 hours incorporating Science &amp; Humanities</b>
<b>LOTE</b>	<b>1 hour (dependent upon availability or exemption status).</b> Where LOTE is not included, the time will be dedicated to literacy.

### **Minimum provision of 25 hours instruction per week is provided.**

Within the above, there is the flexibility for teachers to ensure DET mandated time allocations for specific curriculum areas are met at the various year levels

The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Prep to Year 6 in accordance with DET policy and guidelines.

Data sets will include, but are not limited to, NAPLAN, Victorian Curriculum teacher judgments, Essential Assessments, English Online Interview, Mathematics Online, school based pre and post testing, PM Benchmarks and anecdotal records including reading conference notes.

Relevant tools and systems will be used to track student growth and performance will include Excel Spreadsheets, Data Walls and other measurement tools suitable to a small school cohort.

Our school uses our Assessment Schedule to document the specific tests and data required for collection in English and Mathematics, and the times of the year this data is required in order for teachers to analyse student data focusing on growth, and learning and teaching strategies to improve learning outcomes for all students including for students at risk.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

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 plans.

### **Language provision**

Stanhope Primary School will deliver AUSLAN as a Language, based on the availability of qualified teachers.

### **Pedagogy**

The pedagogical approach at Stanhope Primary School is in accordance with our school's documented Instructional Model, which scaffolds learning for students with the 'I Do, We Do, You Do' approach, followed by a shared Reflection on completion of a unit of work. Our Instructional Model is in accordance with FISO 2.0, and ensures the HITS (High Impact Teaching Strategies) are used by teachers across the school and across all areas of the Victorian Curriculum required to be taught at Stanhope Primary School.

### **Assessment**

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

Students at Stanhope 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 Stanhope 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.

Our Assessment Schedule outlines the specific tools and programs teachers use to assess student learning in a summative way and uses the summative data over time to provide formative assessment and guide future planning. Our formative assessment includes the three essential components of 'Plan, Assess, Review' and may take the form of rubrics, checklists, exit slips, research projects, work samples, performances and feedback throughout a unit of work.

- 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.

- 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.
- Stanhope Primary School will prioritise the development of Individual Education Plans (IEPs) for students who have a Disability & Inclusion Profile , Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies. However, Stanhope Primary School will develop IEPs for all students and will commit to reviewing these on a termly basis.
- 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.
- 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**

Stanhope Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Stanhope 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 Stanhope Primary School the report will be in a written format easy for parents/carers to understand and will be accessible in digital form via the School Management System, uEducateUs, with the option to translate text from English to another language, to cater to our school community. Hard copies of Semester Reports will be available on request.

- Stanhope 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).
- Stanhope 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.

Student Support Group meetings, conducted in terms 2, 3 and 4, 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.

## 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	Review and adjust where required, term plans used over previous two years in the key areas of English, Maths and Science, against the Victorian Curriculum.	Principal and all teaching staff	Every two years Term 4
Curriculum Areas and Year levels	Review current documented curriculum plans in line with current VC and school requirements.	Principal and all teaching staff	Every two years Term 2
Units and lessons	Included in Whole School and Curriculum Areas review.	Principal and all teaching staff	Annually Term 4

### Review of teaching practice

Stanhope 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 \(including variation to hours\)](#)

## REFERENCES

- <https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/wellbeing.aspx>
- <https://curriculumplanning.vcaa.vic.edu.au/home>

## EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	20 November 2024
Approved by	Principal
Next scheduled review date	October 2026 (as recommended by DOE)