



IRAMOO PRIMARY SCHOOL No. 5152

IRAMOO CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Iramoo Primary School on (03) 9741 2803 or iramoo.ps@education.vic.gov.au.

Iramoo Primary School aims to create an environment in which children thrive and all available human and physical resources are devoted to this goal. We are committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our school encourages students to strive for excellence in all of their endeavours. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

Purpose

The purpose of this framework is to outline Iramoo 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.

Overview

Iramoo 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 primary school to secondary school, work, training, or further education.

Iramoo Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#), Version 2.0. 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
- 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](#)

Implementation

At Iramoo Primary School our curriculum is consistent with the Victorian Curriculum Standards, F- 10, Version 2.0.

Our students engage in the following learning areas:

- English
- Mathematics
- Explicit instruction in word study lessons
- Science
- Integrated Studies which include Humanities, Health and Design.

And Specialist programs in:

- The Arts- which includes Performing and Visual Arts
- Digital Technologies/STEM
- Languages (Spanish)
- Physical Education

We also provide social-emotional learning programs including:

- The [Respectful Relationships](#) program to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
- The [You Can Do It!](#) curriculum to teach our students attitudes, values/character strengths, social-emotional skills for success, relationships and wellbeing, and overcoming social-emotional blockers.

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

Instructional models and planning expectations are outlined in our teaching and learning documentation.

Assessment

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers 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.

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

Students at Iramoo 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 Iramoo 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 Iramoo Assessment Schedule. The assessments may include, but are not limited to, tests and projects, portfolios, performances and discussions.

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.

Iramoo Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion, Koorie students and students in 'Out of Home' care, in consultation with students, parents/carers 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 they can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Iramoo Primary School reports student progress to parents/carers in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Iramoo 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 hard copy and digital form.
- Iramoo 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 the different curriculum areas.
- 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.

Curriculum and Teaching Practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO 2.0 and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

- Term and yearly overviews - each year level plans term overviews for English, Maths and Integrated Studies that includes links to Digital Technologies and the Capabilities. This occurs at the beginning or end of each term. Teachers use VCAA Victorian Curriculum documents to assist with planning. They also use our school-based scope and sequence charts for Reading, Writing, Spelling/Word Study, Mathematics and Integrated curriculum. The scope and sequence documents are based on the Victorian Curriculum and other curriculum documents.
- Specialists' Learning Areas - our specialist teachers plan term overviews and use VCAA curriculum documents to assist with planning.
- Weekly Planning document - each year level and specialist area plan weekly work programs with reference to overviews, integrated planners and unit overviews. The work programs include the learning intention with vocabulary, success criteria, introduction, student learning activity and whole class share.

Review of teaching practice

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

Our related school policies and documents

- Iramoo Primary School Statement of Values and School Philosophy
- Aboriginal Learning, Wellbeing and Safety Action Plan policy
- Child Safety and Wellbeing policy
- Camps and Excursions policy
- Digital Technologies Agreement
- eSmart cybersafety policy
- Homework policy
- Inclusion and Diversity policy
- Student Engagement and Wellbeing policy

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- included in our staff induction process
- discussed at school meetings
- made available in hard copy from school administration upon request.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June, 2024
Approved by	Principal and Iramoo School Council
Next scheduled review date (every 3 – 4 years)	June, 2027