



Curriculum Framework

PURPOSE

The purpose of this framework is to outline Hamilton (Gray St) 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 Plan (reviewed and updated annually), and term and weekly curriculum plans developed by teaching teams within our school.

OVERVIEW

Hamilton (Gray St) 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.

Hamilton (Gray St) 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](#)

Hamilton (Gray St) Primary School is 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.

Education at Hamilton (Gray St) Primary School is an 'enlightening experience' that aims to grow the whole child. Within our school community, all members will be challenged to develop their curiosity, knowledge and resilience.

Every member of our community shall be safe in an environment enriched with the philosophy of Positive Education. Healthy and respectful relationships are enhanced through the language and approach of a growth mindset. Living the altruistic beliefs of finding Gratitude, Appreciation and Positivity (GAP) in every aspect of our school are paramount to living a more joyful and fulfilled life.

IMPLEMENTATION

At Hamilton (Gray St) Primary School the design and delivery of school-based curriculum programs is aligned to the advice provide by the Victorian Curriculum and Assessment Authority (VCAA) and the Department of Education (DE) Framework for Improving Student Outcomes (FISO 2.0). Our school-based curriculum plan addresses the 8 key learning areas of the Victorian Curriculum F-10.

At Hamilton (Gray St) Primary School teachers and teaching teams across year levels are responsible for the implementation of the school-based curriculum and delivery of this through Literacy, Numeracy and Integrated Studies (thematic) approaches to curriculum delivery. Specialist teachers implement curriculum in The Arts (Visual and Performing), STEM (integrating Science, Engineering, Technology and Maths) and Physical Education. At Hamilton (Gray St) Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 7 x 42-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 Plans (reviewed, developed and implemented annually).

The curriculum taught at Hamilton (Gray St) Primary School will encompass all the learning areas outlined in the Victorian Curriculum as shown the following table and accessible at <https://victoriancurriculum.vcaa.vic.edu.au/>

Learning Areas	Capabilities
English Mathematics Languages (Auslan) Science Technologies <ul style="list-style-type: none"> Design and Technologies Digital Technologies Health and Physical Education The Humanities <ul style="list-style-type: none"> Civics and Citizenship Economics and Business Geography The Arts <ul style="list-style-type: none"> Dance Drama Music Visual Arts 	Critical and Creative Thinking Ethical Intercultural Personal and Social

Language provision

Hamilton (Gray St) Primary School will deliver Auslan as a Language, based on utilizing the skills of our school's workforce to broaden students' understanding that each language is an integrated, evolving system for the framing and communication of meaning; and encourages understanding of the role of language as an expression of cultural and personal identity and a shaper of perspectives.

Pedagogy

The pedagogical approach at Hamilton (Gray St) Primary School implements its curriculum based on DE's Practice Principles for Excellence in Teaching and Learning. In particular, these include:

- having high expectations for all students to achieve;
- providing a supportive and productive learning environment that promotes inclusion and collaboration;
- giving students voice and agency in their learning, collaboratively planning in teams for a differentiated and challenging curriculum for all students;
- rigorous assessment practices including student feedback;
- developing deep learning challenges including opportunities to apply new knowledge by developing critical, creative and higher order thinking skills; and
- using evidenced based strategies to drive improvement, such as, assessment, moderation and analysis of student data.

To cater for individual student learning needs, the curriculum is differentiated so that teachers can scaffold, stimulate and challenge students at a point of need, maximising their learning.

Student agency and voice is promoted school-wide so as to promote students' responsibility for and agency in their learning. All students are provided with opportunities to be involved in and drive their learning and school experience, including individual learning goals.

Our school has pedagogical teaching and learning models developed in Literacy and Numeracy that are evidence-based to reflect best practice implementation in our school and all teachers are expected to develop and implement curriculum based on our pedagogical models.

Assessment

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

Students at Hamilton (Gray St) 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 Hamilton (Gray St) 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.
- Hamilton (Gray St) 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.

Reporting

Hamilton (Gray St) Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Hamilton (Gray St) 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 Hamilton (Gray St) Primary School 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.

- Hamilton (Gray St) 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).
- Hamilton (Gray St) 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 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 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's curriculum will be regularly audited (annually at a minimum) to track whole school data and identify potential curriculum areas that require focus.

Data analysed will include, but is not limited to:

- NAPLAN
- Essential Assessment
- DIBELS Assessment (Reading)
- Writing Moderation
- School-based testing and teacher judgments based on learning outcomes in the Victorian Curriculum.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

This school-based process will be monitored by our school's Learning Specialist, Area Team Leaders, Leadership Team and Principal.

Review of teaching practice

Hamilton (Gray St) 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:
 - Whole School Curriculum Plan (reviewed and updated annually)
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - Individual teacher unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2023
Consultation	Policy reviewed and developed with Leadership Team March 2023
Approved by	Ben Kelson - Principal
Next scheduled review date	February 2026 Recommended review cycle is 3 – 4 years.