



ARMADALE PRIMARY SCHOOL

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Armadale 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

Armadale 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.

Armadale 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](#)

Armadale 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.

The programs and teaching at Armadale Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

At Armadale Primary school our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Armadale Primary School implements a comprehensive curriculum with a strong focus on literacy, numeracy and learner agency. The way we organise the learning for our students is underpinned by the proficiencies of understanding, problem solving, fluency and reasoning through lines of inquiry. These inquiries are important as they are investigations into important ideas, identified by the school, and require a high level of involvement on the part of the students. We refer to these inquiries as Big Ideas.

What is the Big Idea?

The Big Idea is a statement summarising an important idea. The idea must:

- Be transferrable within and sometimes across disciplines.
- Call for high order thinking, such as analysis, inference, evaluation and prediction and cannot be effectively unpacked by recalling of facts alone.
- Be thought-provoking and intellectually engaging, often sparking discussion and debate.
- Raise questions and spark further inquiry
- Recur over time (can and should be revisited again and again)

What do we need to consider when designing for the Big Idea?

- We need to consider the different dimensions of the learner as a person
 - **Know (head)** – what our learners need to know and understand (disciplinary knowledge)
 - **Do (hands)** - what our learners need to be able to do (skills, capabilities,
 - **Be (heart)** – the attitudes and motivations to learn (feelings, dispositions, values) proficiencies)

How do we connect the Victorian Curriculum to the Big Idea?

The Big Idea will have a theme directly linked to at least one of the following Learning Areas:

- The Humanities (Civics & Citizenship; Economics and Business; History; Geography)
- Science
- Technologies

The Big Idea Design must also be considered through a capabilities lens. Key teacher questions are devised during the design stage which will reflect:

- Critical and Creative Thinking
- Ethical Understandings
- Intercultural Understandings
- Personal and Social Learning

The Big Idea Design must also consider at least one of the Cross-curriculum priorities:

- Sustainability
- Learning about Asia and Australia's engagement with Asia
- Learning about Aboriginal & Torres Strait Islander traditions and cultures

A Big Idea usually takes 7-10 weeks to unpack. The Big Idea is unpacked through English, Maths, Investigations for Prep-2, and Educational Research Projects for Years 3-6.

English

Weekly planning reflects the Big Idea design. The English Planner requires teachers to plan Reading and Viewing, Writing and Speaking and Listening through Language, Literature and Literacy. Our Instructional model of 'Whole, Small, Individual, Whole', is specified in the planning template and teachers are aware of the need to plan experiences that are 'low floor high ceiling'. Emphasis on addressing the learning needs of the individual is at the core of decisions made which is why we use the Victorian Curriculum Scope and Sequence in English as a learning continuum.

The example of the English Planner shows how each Year Level plans on a weekly basis. Time to deliver this plan is: Reading and Viewing 200 mins; Writing 200 mins; Speaking and Listening is embedded within these areas.

All classes accompany the English Planner with a Spelling Planner. Spelling is explicitly taught for 4 x 30 minute sessions a week. Our Instructional Model of 'Whole, Small, Individual, Whole' is embedded in the planning template. Analytic and synthetic teaching of spelling is supported in the template and the 4 spelling sessions are divided into the study of regular words, spelling rules (a focus on the 6 rules and the 7 syllable types), and irregular words. Guided discovery is the technique used by the teachers to support our learner to discover, invent and explore spelling.

At Armadale Primary School class time is structured into a weekly timetable, with 6 hours of learning per day, broken into 6 X 50 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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, year level and weekly lesson curriculum plans.

Maths

Teachers plan mathematical learning experiences on a weekly basis. These experiences are linked to the Big Idea however, teachers use the 6 Numeracy Focus Areas as a framework for exploring mathematical concepts within the year. These focus areas are specified in the DET Numeracy Toolkit, <https://numeracyguidedet.global2.vic.edu.au/numeracy-focus-areas/> . The 4 proficiencies are used as a lens for each learning experience. The planning template ensures that 240 minutes is allocated for weekly mathematical sessions.

The Numeracy Focus Areas are:

- Developing number sense
- Exploring patterns and relationships
- Using proportional language
- Understanding and using geometric properties and spatial reasoning
- Understanding, estimating and using measurement
- Exploring chance and data

INVESTIGATIONS / EDUCATIONAL RESEARCH PROJECTS

Investigations are a part of the P-2 learning program. There are 3 sessions a week and each session runs for 120 mins. Investigations fosters a student-focused learning environment that promotes curiosity and provides each child with the opportunity to develop skills such as: Thinking critically and creatively, speaking clearly, posing questions, developing a rich vocabulary, collaborating and making connections to the real world.

The pedagogical model of Know, Do & Be is applied to the design template. Investigations is carefully planned and areas are designed to provoke. Each session begins with 3 focus children. Each focus child will speak to the class at the beginning of the session informing their peers and teacher of why they chose this item and their investigation intentions. The teacher works individually with each Focus Child to scaffold their learning. The Focus Child will report back and share their learnings and observations at the end of the session.

In each session there will also be a Reporter and Photographer. The role that each child is given to fulfil their role is specific to the Big Idea and it usually has a mathematics or literacy intention.

Investigation Time is designed to enable children to be apply skills in a 'real context. Children are offered provocations to be scientists, or writers, or botanists or designers or chefs or engineers etc.

The Investigations planner ensures that teachers plan once a term. Student voice is integral to the planning and design of spaces. Provocations are an important component of each learning space with the intent to prompt critical and creative thinking. Bloom's Taxonomy of questioning is at the helm of promoting learner agency. All learning areas of the Victorian Curriculum are considered when designing the learning spaces.

Educational Research Projects are part of the Year 3-6 learning program. These projects aim to reflect the knowledge, skills and dispositions enabled throughout the Big Idea. The students are supported through the research process using a template whereby their interest is embedded in their chosen line of inquiry. This research leads to some form of action. The action is determined by the students in consultation with the teacher and emphasis is placed on the purpose, need and effectiveness.

Language provision

Armadale Primary School will deliver Italian as a Language, based on the historical demographics of the community when languages were selected in the late 1980s.

Pedagogy

The pedagogical approach at Armadale primary school is to promote a deep understanding where we place importance on providing our students with learning opportunities that enable them to apply concepts in different ways and apply their learning between content areas. Hence our Pedagogical model has the child at the centre and learner agency is at the core. We use the *Know, Do, Be* model to develop a programme of inquiries.

Assessment

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

Students at Armadale 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 Armadale 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.
- Armadale 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

Armadale Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Armadale 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 written reporting and twice annual Family Conferences held in term 1 and term 3.

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.

- Armadale 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 growth 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 Science, Humanities, The Arts, Health and Physical Education and Italian.

- Additionally, Armadale Primary School will use a learning dimensions continuum to report on a students' growth in English and Maths.
- Parents/carers and students are invited to schedule a Family Conference. These conferences are conducted twice-yearly and designed to discuss the students' learning and growth. Teachers offer ways in which the learning can continue to be supported at home. Interpreting services will be made available where required. These conferences are offered at the start of Term 1 and at the end of Term 3.

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	<p>After each Big Idea, teachers formally assess each child against the curriculum (specific to the BIG IDEA) and reflect on how the BIG IDEA enabled inquiry. Teams are given 2 sessions a week to reflect on and plan English and Maths using their scope and sequence. This is tweaked based on the data gathered by the teachers on a weekly basis. A representative from leadership attends these meetings.</p> <p>An assessment schedule for English and Maths for the whole school is used to inform planning so that it is meaningful and addresses the point of need for all our students.</p>	Responsibility	Timeframe
Whole school	<p>PEDAGOGICAL OVERVIEW TEMPLATE</p> <p>Each level in the school is to record their BIG IDEAS throughout the year that are aligned with 5 transdisciplinary themes. The transdisciplinary themes are integral to our pedagogical overview and guide us to devise a programme of inquiries that are investigations into important ideas. These are identified by the school and require a high level of involvement on the part of the students. These inquiries are substantial, in depth and usually last several weeks. Since these ideas relate to the world beyond the school, our framework supports students to see their relevance and connect with it in an engaging and challenging way. Teachers</p>	<p>Rochelle Connie Zaim</p>	Annually

	will collect evidence of how well students understand the Big Idea.		
Curriculum Areas	<p>English Scope and Sequence – Reading, Writing, Spelling</p> <p>Maths Scope and Sequence</p> <p>Wellbeing Scope and Sequence</p> <p>Big Idea Planner – (Capabilities Lens and Cross curricular)</p> <ul style="list-style-type: none"> • Geography Focus • History Focus • Science Focus • Civics and Citizenship (Yr 3-6) • Economics and Business (Yr 5 & 6) • Technology Focus <p>The Arts – Scope and Sequence</p> <p>Italian - Scope and Sequence</p> <p>Health/PE - Scope and Sequence</p>	Learning Leaders	Termly
Enrichment Areas	<p>Kitchen Garden</p> <p>Library</p> <p>Gardening</p>	Steph, Ariel and Clare (Educators)	
Year levels Planning is done on a weekly basis	<p>English Planning Template</p> <p>Maths Planning Template</p> <p>Wellbeing Planning Template</p>	Classroom Teachers	Weekly

Review of teaching practice

Armadale 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
- Assistant Principal and Learning Specialist to coach and mentor teaching practices to ensure consistency of pedagogical model, evidence based practice and data is used to inform the decisions around planning and implementation.

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:
 - unit plans/sequence of lessons
 - scope and sequence documents

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2023
Approved by	Rochelle Cukier
Next scheduled review date	2027