



CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Hallam 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, year level and Learning Area curriculum plans.

OVERVIEW

Hallam 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.

Hallam 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](#)
 - [Languages Education](#)

Hallam Primary School aims to use the Victorian Curriculum F-10 and a range of supporting curriculum options to develop and provide education programs that are meaningful for students. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. Staff share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The school's vision is to provide, in partnership with parents, a supportive and engaging learning environment that promotes and develops skills, knowledge and values that will enable learners to respond effectively to a rapidly changing, complex world. Our school encourages students to practise the following values: trust, persistence, learning for success, positive partnerships, mutual respect and environmental awareness. 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 and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Hallam Primary School implements the Victorian Curriculum F-10 and a range of supporting curriculum options to develop and provide education programs that are meaningful for students. All students undertake –



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- Year-long programs in English, Mathematics and Physical Education
- Science across all year levels
- Humanities disciplines:
 - History and Geography (Prep to Year 6)
 - Civics and Citizenship (Years 3-6)
 - Economics and Business (Years 5 and 6)
- At least one Arts discipline
- All technology disciplines
 - Design and Technologies
 - Digital Technologies)
- A Language other than English:
 - AUSLAN

At Hallam Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five 60-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 is provided in our whole school planning documents.

Language provision

Hallam Primary School will deliver Auslan as a Language other than English, based on the rationale that it encourages students to understand the importance of communication in an inclusive manner.

Pedagogy

The pedagogical approach at Hallam Primary School involves lessons following an adopted instructional model. This model is based on high impact teaching and learning strategies in accordance with FISO 2.0.

Assessment

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

Students at Hallam 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.

Different assessments, school-based and department-required, are scheduled each term and outlined clearly in the Assessment and Reporting Schedule. This schedule is reviewed each year to ensure assessments are current and meet department and curriculum requirements.

Teachers at Hallam 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 Assessment and Reporting Timeline.
- 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



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sufficient time for completion. Teachers will make modifications to the task to cater for students with additional or unique learning needs.

- Hallam 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 work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Hallam Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Hallam 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 Hallam Primary School progress reports are issued to parents in both terms 2 and 4. Student-Parent-Teacher interviews are conducted in Terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher. Reports are made available online at the end of each semester, and assessments are scheduled before each reporting cycle to ensure student achievement data matches teacher judgement and student performance in class.

The progress report will be in a written format easy for parents/carers to understand and will be accessible in digital form. Interpreter Services are available to assist with the reporting process, to cater to the needs of our school community.

- Hallam Primary School will report directly against the Victorian [Curriculum F-10 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Student-parent-teacher conferences, 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 Curriculum Framework Policy will be reviewed by Leadership, in consultation with Professional Learning Teams. Data and students' needs will form the basis for the review, and this occurs every three years, or as required.

Review of teaching practice

- 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



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- 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.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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 plans
- Victorian Curriculum
- [About Us | Hallam Primary School \(hallam-ps.vic.edu.au\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2023
Approved by	Principal
Next scheduled review date	2025