CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Tecoma 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.

This 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 and year level curriculum plans and our Specialist subject plans.

OVERVIEW

Tecoma 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.
Tecoma 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.

Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours.

At Tecoma Primary School we use the Victorian Curriculum to develop and provide education programs that are meaningful for students. 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.

Tecoma 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 as 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](#).

IMPLEMENTATION

The Victorian Curriculum Foundation (Prep) - 10 (F - 10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The design of the Victorian Curriculum F-10 is set out below:

Learning areas	Capabilities
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design **English** **Health and Physical Education** **The Humanities** • Civics and Citizenship • Economics and Business • Geography • History **Languages** **Mathematics** **Science** **Technologies** • Design and Technologies • Digital Technologies	**Critical and Creative Thinking** **Ethical** **Intercultural** **Personal and Social**

Cross Curricular Priorities in Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability spans across all curriculum areas.
See http://www.vcaa.vic.edu.au/ for more detailed information about the Victorian Curriculum.

The school will ensure that it has a detailed budget to support curriculum programs. Budget requests will be formulated by program leaders in October before the next school year. These will be compiled by the Principal and discussed in the Finance Sub-Committee Meeting. Indicative Budgets must be approved by School Council prior to the school year. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year.

Each term, Year Level Teams will produce a curriculum planning document detailing the learning focuses of the term. This will include references to The Victorian Curriculum Standards.

Pedagogy

A range of current DoE teaching and instructional models will be referred to in curriculum planning documents. This will include such resources as:

o Framework for Improving Student Outcomes (FISO 2.0)
https://www2.education.vic.gov.au/pal/fiso/policy

o Practice Principles for Excellence in Teaching and Learning
https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx

o The Pedagogical Model
https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx#link68

o High Impact Teaching Strategies (HITS)
https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx

o The Literacy Portal
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/literacyportal.aspx

o Literacy Teaching Toolkit
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx

o Numeracy Portal
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/numeracyportal.aspx

o Victorian Early Years Learning & Development Framework: Birth to 8 Years (Victorian Framework) http://www.vcaa.vic.edu.au/earlyyears/index.ntml

The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.

The school will have a range of specialist subjects, to deliver various curriculum programs such as Physical Education, Japanese, Science and The Arts - Visual Arts (Art) Performing Arts (Music). These will be offered depending on school/DoE priorities, access to qualified teaching staff, and timetable provisions.

The school will teach a concept-based Inquiry curriculum. The whole school will focus on the same concept each term. The curriculum is progressive and different focuses are studied in each level team.
These concepts are:

- o "Who we are" (Units about identity, diversity, leadership)
- o "History" (Units about our past)
- o "Our Earth/Sustainability" (Units about geography and how we care for our planet)
- o "Going Global" (Units about making connections with our community and how we fit into the world)

The Inquiry Learning Program will encompass learning in all the domains in the Victorian Curriculum over the school year. A range of thinking curriculum tools such as 'Habits of Mind', 'De Bono's Thinking Hats', 'Bloom's Taxonomy' and 'Gardner's Multiple Intelligences' will complement this curriculum.

A range of DE programs will support curriculum delivery in the school.
These include English as an Additional Language (EAL), Multicultural Education, the Language Support Program, Health Education, Koorie/WANNIK
https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx
Gifted Education, Drug Education, and the Program for Students with Disabilities.
https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx

A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials which are inclusive of all students and the wider community and do not contain obscene, highly offensive or overly controversial content. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as text books, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances.
Please see:
http://www.education.vic.gov.au/school/teachers/teachingresources/Pages/default.aspx   for more information.

The school will offer excursions and/or incursions to complement the curriculum. Generally, two excursions and two incursions will be organised per year. Other experiences, such as camps, sporting programs and leadership opportunities, will also be offered.

The school will engage with affiliations to assist in curriculum planning and delivery.

Special school events and days will be celebrated at the school to enhance curriculum programs. For example, Science Week, Grandparent's Day, KidsMatter/Wellbeing Day, Book Week, Literacy & Numeracy Week, Japanese Day.

Special provisions for particular curriculum areas are detailed below:

Learning Areas

English

- English learning encompasses the modes of Reading and Viewing, Writing and Speaking and Listening, as outlined in the Victorian Curriculum.
- It is expected that a two-hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.
- The SMART Spelling program will take place on a daily basis during the Literacy block.
- Prep – Year 4 should use teaching strategies outlined in the Early Years Literacy Program.
- The 6+1 Traits will be taught in the literacy block, as part of the Reader's Workshop and Writing focuses.
- Students will be explicitly taught vocabulary and grammar as part of the literacy block
- The Writer's Notebook is a further writing tool and is an integral component of the writing process.
- Grade 5-6 will use teaching strategies outlined for students in the Middle Years of Schooling. See:
  https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/default.aspx

Mathematics

- Mathematics teaching encompasses the areas of Number & Algebra, Measurement & Geometry and Statistics & Probability as outlined in the Victorian Curriculum.
- It is expected that a one-hour numeracy block be scheduled each day. This could be integrated across other areas of learning.
- The Four Proficiencies of Understanding, Fluency, Problem Solving and Reasoning will be interwoven throughout units of work.

- Our guiding principle of: *"Using each child's ZPD (Zone of Proximal Development) creates engaging opportunities for every individual student to grow".* This caters for the diverse needs of all, a flow of the proficiencies through exposure to multiple and diverse hands-on strategies and approaches, authentic and practical experiences connected to the students' lives and real-world context. This also creates a collaborative environment, where all voices and individual journeys are valued and students will be empowered to achieve a growth mindset through discussion and access to supporting resources.
- The Key Characteristics of Effective Numeracy Teaching should be used as a guide to plan numeracy teaching.
  See:
  https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/default.aspx

Health & Physical Education

- In accordance with DoE policy, Tecoma Primary School will mandate the following times for Physical Education:
    - Prep - 2 – 60 minutes specialist session each week
    - 3 - 6 - 60 minutes specialist session as well as 45 minutes of sport each week.
- The school will be a member of SDSSA each year (Sherbrooke District School Sports Association).
- The school will participate in the SDSSA sport events summer sport, winter sport, athletics, cross-country.
- A 7 or 8 session, weekly Swimming Program will run yearly for all year levels.
- The Physical Education Program will be supplemented by outside sporting associations who may run clinics in Physical Education sessions to support the development of specific sporting skills.
- The school will have a whole school approach to Health Education. Health related topics that the school will cover include Healthy Eating, Sexual Education (through Body Works Personal Growth and Development sessions for years 5 & 6 students) - Student Wellbeing, (e.g. KidsMatter, Bounce Back, School Values, SWPB). For more information see: http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims
- In accordance with DoE policy the school must provide effective drug education consistent with the national *Principles for School Drug Education* and should deliver 10 hours of drug education per year level, per year. This could be integrated into other learning programs offered by the school.

Language Provision

- According to DoE policy, schools must provide tuition in languages from Prep to Year 10 by a suitable qualified teacher and report student achievement from Level 4 onwards.
  At Tecoma Primary School, in 2023, all students from Prep – 6 receive a one-hour Japanese session during Semester 1, and are provided with a report for Japanese, based on the Standards in Languages.

Digital Technologies

- At Tecoma Primary School it is a priority to include Digital Technologies and ICT skills across the whole school curriculum.
- A Digital Technologies Professional Learning Team provide advice on digital priorities throughout the school.
- All classroom teachers are expected to explicitly teach Digital Technologies and embed ICT skills into their learning programs.
- Students will engage with digital tools for the dual purposes of:
    - Developing their ability to use a range of digital tools and transfer their knowledge and skills to a range of devices.
    - Creating engaging and impactful lessons in a range of curriculum areas.
- Students will develop their understanding of Digital Citizenship, including explicit focuses on Respectful Online Behaviour, Digital Safety and Digital Footprint

- See http://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims for more information.

Science

- In 2023 Science will be a specialist subject which will take place in Semester 2.
- Our STEM Science Specialist Trained staff, support the teacher (when needed) in the development of their Science sessions.
  See:
  https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/science/Pages/default.aspx

The Humanities

- In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.
- The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.
- In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.
- In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.
- At Tecoma Primary School the humanities are explored through each term's Inquiry Units.

The Arts

Through the Visual Arts (Art) and Performing Arts (Music) programs which take place at Tecoma Primary School, students will:

- develop their intellectual, creative and expressive potential.
- develop skills, techniques and a knowledge to foster personal expression.
- create, perform, respond to and present art works
- develop critical skills and an understanding of aesthetics.
- develop an understanding of how the Arts evolve within social, cultural and historical contexts
- be provided with opportunities to experiment with various media, applications, equipment and technologies.
- be provided with comprehensive learning experiences to develop skills, understandings, confidence, appreciation and enjoyment in the Arts.
- experience sequential Visual and Performing Art and Music programs based upon the outcomes contained within the Victorian Curriculum and outlined in the school's Art and Music Scope and Sequence Plans.
- be provided with enrichment opportunities through incursions, excursions, school productions, performances, festivals and classroom programs.
- be offered the opportunity to participate in extension activities such as Choir, Orchestra, Ensembles and Dance Groups.

The school will endeavour to:
- employ specialist visual art and performing arts teachers where possible.
- provide the opportunity for students to attend private instrumental music lessons during school hours.

The program will incorporate the biannual whole school production and yearly performing arts activities.

Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

The four capabilities in the Victorian Curriculum F–10 are:

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

Critical and Creative Thinking

Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Explicit attention to and application of thinking skills enables students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking.

Thinking that is productive, purposeful and intentional is at the centre of effective learning and the creation of new knowledge, with the progressive development of knowledge about thinking and the practice of using thinking strategies fostering students' motivation for, and management of, their own learning.

Critical and creative thinking are strongly linked. Students require explicit support to develop the breadth and depth of their thinking and to take intellectual risks. This attention to thinking helps students to build self-awareness and their capacities for reflection. Developing critical and creative thinking capability is an essential element of developing successful, confident and innovative members of the community.

Critical and creative thinking capability aims to ensure that students develop:

- an understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

Ethical

The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems.

This exploration strengthens students' capacity to make decisions informed by an understanding of the values, principles, concepts and ideas that underpin different assumptions, and an ability to analyse and evaluate these.
Building capability in ethical understanding supports the development of informed citizenship at local, regional and global levels.

The Ethical Capability curriculum aims to develop knowledge, understandings and skills to enable students to:
- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups

- Cultivate open-mindedness and reasonableness.

Intercultural

Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural capability aims to develop knowledge, understandings and skills to enable students to:
- demonstrate an awareness of and respect for cultural diversity within the community
- reflect on how intercultural experiences influence attitudes, values and beliefs
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

Personal and Social

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:
- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

Structure and breakdown of each week:

At Tecoma Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 2 X 60 minute sessions from 9:00 – 11:00am and 2 X 90 minute sessions, one before and one after the lunch break each day. A breakdown of the time allocated to each learning area (averaged out from weekly timetables from Prep - Year 6) is documented below:

Domain	Minutes Per Week
English	600
Mathematics	300
Sciences	60 (Semester 2)
Languages (Japanese)	60 (Semester 1)
The Arts (Performing and Visual Arts)	120
Inquiry (The Humanities)	90

Health and Physical Education	135
Information and Communication technology, and Design and Technology	60
Other Tecoma PS Priorities	
Whole School Assembly	30
Whole School Leadership (Sport, Junior Sport, Digital Technologies, Performing Arts, Visual Arts, Health & Wellbeing, Environment & Sustainability, Buddies Program)	45
Class Meetings (Student Voice)/SEL Goals	60
Total	**1500 minutes** **25 hours**

ACHIEVEMENT MEASURES

- Victorian Curriculum student achievement data
- Student, staff and parent opinion surveys
- Various formative and summative assessments (PAT Maths and Reading, Essential Assessments, Probe, Running Records, BURT, SWST, Writer's Word List)
- NAPLAN
- Specialist Planning Documentation
- Term Level Planners
- Student's progress will be reported on at the end of Semester 1 and Semester 2's academic reports
- Weekly Planning Documentation

Assessment

A comprehensive assessment schedule will be devised and implemented to support assessment of student learning.

Tecoma Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Tecoma 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 Tecoma 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. These include (but are not limited to) the following assessments:

- PAT Maths and Reading
- Essential Assessment
- Probe
- PM Running Records
- BURT
- SWST (Single Word Spelling Test)
- Writer's Word List
- NAPLAN

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.

Tecoma 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

Tecoma Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Tecoma 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 Tecoma Primary School each student's report will be in a written format, easy for parents/carers to understand and will be accessible in digital form, via COMPASS.

- Tecoma 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).
- Tecoma 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, offered to parents each semester, enable the opportunity to discuss students' progress and how they can continue to be supported at home.

Formal Parent-Teacher interviews take place at the beginning of the school year, with a 'Getting to know your child' meetings taking place in late February. A further Formal Parent-teacher interview is held at the end of Semester 1, in the week after parents receive their child's report. Semester 2 reports are sent to parents a week before the school year ends. The letter which goes out with this report encourages parents, who would like to, to arrange to meet with their child's teacher.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the FISO 2.0 and the FISO improvement cycle to help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

The whole school staff will meet regularly, as a Community of Practice, to track whole school data and identify potential curriculum areas that require more focus. Teachers will complete tracking tools, including changes in teacher practice.

At the end of each term, Professional Learning Teams audit the curriculum taught to ensure all aspects of the domains and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

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

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The School Improvement Team will meet regularly, to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school-based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.	SIT Assessment & Reporting Coordinator	Ongoing and continuous
Curriculum Areas	**Curriculum - Inquiry Units** On Planning Days, teams reflect on the unit that was previously taught, reading through the feedback from the staff and students who completed the unit last. Teams then collaborate to create an inquiry-based unit, which focuses on the History, Geography, Civic and Citizenship, Economics and Business and Design Technologies. Teams discuss the Essential Questions related to the unit of work, determine what they would like the students to learn, taking into account the voice of the students. Teams plan immersion and enrichment opportunities by way of incursions/ excursions, guest speakers, as well as a variety of learning experiences to engage the students in the world around them. Teams investigate ways in which students can showcase their learning through Rich Assessment Tasks, completed at the end of the unit. Where possible and practical, real audiences are considered for the Rich Assessment Task.	Team Leaders Year level PLCs All staff under the direction of the Curriculum Coordinator	Each term
	During weekly meetings, teams investigate ways in which students can understand the topic further through literacy and numeracy connections, as well as other current real-life events. During collaborative planning time each week, lessons are developed, taking into account the progress and understanding of the students.	Year Level PLCs	Weekly
	At the end of each term, staff and students reflect on the unit of work, thinking about what worked well, what lessons were engaging for the students, challenges that were had and celebrations. These are noted in the unit planner for future reference.	Year Level PLC Students	Each term
	The Curriculum Leader ensures that the units of work are relevant and aligned to each Level's Curriculum statements. A Curriculum Audit takes place every year in term 4, to ensure all domains, dimensions and standard of the Victorian Curriculum are being addressed. This Audit will also inform future curriculum planning	Curriculum Coordinator	Annually
	English/Literacy The overview for our literacy program is established by year level teachers at the beginning of the year, based on the Victorian Curriculum. Each year level reviews its literacy program at the end of each term, during their team's designated Planning Day. Previous term programs are evaluated, their positives and negatives discussed for future planning.	Literacy Leader	Ongoing and continuous
	The following term's Literacy program is also established on this Planning Day. Year level teams ensure that the Victorian Curriculum is followed. Teams modify existing content or create new material. Each week, year level teams collaboratively discuss the literacy planning for the week. These discussions occur during our common planning time, or after school. There are agendas for all of the meetings we participate in, and minutes created.	Team Leader and Year level PLCs	Each term on planning day Weekly
	The Literacy leader oversees the programs delivered to staff and students and ensures that the content is delivered consistently and planned appropriately.	Literacy Leader	Ongoing (allocated time each week)

	Numeracy		
	Numeracy The Numeracy Leader reviews the scope and sequence for each team, through each team's Google Planning Sheets, twice per term, ensuring that there is a balance of Number and Algebra units and Measurement/ Geometry and Statistics/ Probability topics. This occurs at the commencement of the term (after planning days) and at the halfway mark of the term.	Numeracy Leader	Twice each term
	The Numeracy Leader reviews Essential Assessment Data periodically throughout the term to understand the needs of each cohort of students and compares the data to the lessons being planned for that unit. They may ask for further clarification from Team Leaders if other data is used to inform the teaching and learning.	Numeracy Leader	Ongoing
	The Numeracy Leader looks at various data sets, including PAT, NAPLAN and Teacher judgements to understand what is happening for our students at the cohort and school level.		
	Each year level reviews its numeracy program at the end of each term, during their team's designated Planning Day. Previous term programs are evaluated, where student progress is discussed and the needs of further consolidation are noted for the coming term's work.	Team Leader Team Level PLCs	Each term
	The following term's Numeracy scope and sequence is also established on this Planning Day. Year level teams ensure that the Victorian Curriculum is followed with teams modifying existing content or creating new material, depending on the needs of the students as identified through Essential Assessment 'General All's or PAT assessments.		
	Each week, year level teams collaboratively discuss the numeracy planning for the week. These discussions occur during common planning time, or after school at team meetings. Teams look at formative assessments, and determine the Learning Intentions and Success Criteria for that unit of work. After that lessons are fleshed out, incorporating our Guiding Principles: • Using each child's ZPD, create engaging opportunities for every individual student to grow. This caters for the diverse needs of all. • A flow of the proficiencies through exposure to multiple and diverse hands-on strategies and approaches. • Authentic and practical experiences connected to the students' lives and real-world context. • Create a collaborative environment, where all voices and individual journeys are valued. Students are empowered to achieve a growth mindset through discussion and access to supporting resources.	Team Leader Team Level PLCs	Weekly
	Challenging and more open-ended tasks are included as a part of each unit of work and teams ensure that these are included in the planning of a unit of work.		
	The Numeracy leader oversees the programs delivered to staff and students and ensures that formative assessments occur to determine a student's point of need, that the content is delivered consistently and planned appropriately.	Numeracy Leader	ongoing
Cross Curricular Areas – Student Engagement	**Social Emotional Learning** A two-year cycle is currently being updated by Year Level PLC's. Whole staff have been given opportunity to work on this collaboratively in allocated time. Prior to this it was worked on by the SV PLC. Each term's planning is looked at by teaching teams on Planning Day to ensure the lessons are current and relevant to the cohort. Whole school Scope and Sequence has been created and shared with parent community. SEL lessons include the following: • Resilience, Rights & Respectful Relationships • Bounce Back! • Yarning Circles • Student Transition and Resilience Training (START) (Grade 6) • School Values Teams look at the SRL Continua responses from students to ensure the lessons are targeting social needs of the students, along with AToSS data.	SVAL/SEL coordinator Year Level PLCs Students – Leaders Teams	Ongoing Each term PLC COP
	Student Voice/Agency/Leadership Year Level PLC's are responsible for ensuring allocated time is given in class for goal setting and feedback is given by students during Planning Week (agency) to inform teaching and learning. These reflections at the end of term are taken as anecdotal comments, which can be revisited to capture more	Year level PLCs	

	specific data from students if required. Staff reflections are recorded and read. Changes/Support can be addressed from this. Teachers are responsible for ensuring regular Class Meetings are held for Student Voice. Feedback from student voting in class meetings is taken as data. This could be in a vote or a google form completed.	Students, guided by their teacher	Weekly
	Leadership planning is run by mentor teachers for the grade 6 leadership roles. Students plan and facilitate a 6-week lesson cycle. At the end of this cycle, mentor teachers and student leaders reflect and plan the next cycle. Teachers give students feedback to improve their skills.	Students and mentor teachers	
Year levels	**Team Level Planning** Each year level team has an appointed unit leader. This unit leader oversees all of the planning, checks for consistency, creates the agenda, and is a conduit from our School Improvement Team to disseminate information to the teachers in the year level. The unit leader participates in discussions with other unit leaders to ensure that there is a consistency in the topics taught.	Team Leader	Weekly
	Team leaders prepare minutes for weekly planning sessions with their teams. Discussion based around data, student engagement, student knowledge, scope and sequences and curriculum all inform planning of all curriculum areas each week. A Term/Yearly overview is updated and annotated regularly to reflect on teaching and learning, to ensure sequences work effectively for students. Level teams are responsible for collaborating and planning lesson sequences using information from the above discussion. This includes any school-based programs or expectations.	Team Level PLC	Weekly
			Ongoing
	Teams will use our Planning Documents consistently throughout the school. These documents are readily accessible using Google Drive and access the Planning Documents Shared Folder. It is the responsibility of the Team Leader to create the planning documents from the template each term prior to planning day. Using the Term overview document (Google Sheet), Team Leaders will lead the Victorian Curriculum audit each term prior to planning day. This ensures that teams are meeting the teaching and learning requirements of the Victorian Curriculum. It also guarantees that teachers have an idea about the curriculum they are teaching.		Each Term
	Inquiry Cycles are instigated through professional discussion regarding student needs. This can be run at a year level or as a PLC team. Team leaders prepare Planning Day agenda. Each team has time allocated once a term for preparing and planning out the term's topics. Year levels work together to ensure Inquiry units across year levels are relevant, engaging and appropriate for the cohort. Previous units are the basis of planning. SEL planners are created collaboratively, and the Digi Tech Scope and Sequence is reviewed and used for lessons for the term across both year levels. Team reflection at the end of each Inquiry Unit informs future planning.		ongoing
	During Weekly Planning, Team Leaders will lead the data discussions around identifying the students' point of need – ensuring that they plan/teach/learn for differentiation in their classrooms. Using a variety of data sources (Essential Assessment, PAT, Teacher Judgements, Samples of work, EOI or MOI and anecdotal notes) to guarantee they are meeting the needs of the students. Homework is planned collaboratively within teaching teams and in accordance with the Homework Policy. Sustainability & Environment Leadership is planned with the grade 6 leaders, to develop a rotational lesson plan and plan future initiatives such as indigenous gardens, edible garden and revegetation or native flora.		

Review of teaching practice

Tecoma Primary School reviews teaching practice via:

- Professional Learning Communities and Communities of Practice, 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;

- Fortnightly Unit Leader meetings with SIT, 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:
    - o [Curriculum Programs Foundation to 10](#)
    - o [Framework for Improving Student Outcomes (FISO)](#)
    - o [Assessment of Student Achievement and Progress Foundation to 10](#)
    - o [Digital Learning in Schools](#)
    - o [Students with Disability](#)
    - o [Koorie Education](#)
    - o [Languages Education](#)
    - o [Physical and Sport Education — Delivery Requirements](#)
    - o [School Hours (including variation to hours)](#)

This policy should be read alongside:

- o whole school curriculum plans
- o teaching and learning program for each learning area and capability
- o teaching and learning program for each year level
- o unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

This policy has a mandatory review cycle of 3-4 years	This policy was approved by School Council on **16th May, 2023** and is scheduled for review in **April, 2027.**
Reviewed by	*Rohan Thompson, Di Double, Stuart McLean, Phil Darbyshire, Lisa Hoskins-Faul, Monica Griffiths, Chelsey Robins, Helen Kesarios, Deb Langford, Nicole Cumming, Sally Connell, Jane McManamon, Masae Uekusa.*
Approved by	***Principal** – Rohan Thompson* ***School Council President** – Lisa Dell*