CURRICULUM FRAMEWORK
MILDURA SOUTH PRIMARY SCHOOL

Help for non-English speakers

If you need help to understand the information in this policy please contact Mildura South Primary School on 50232148

PURPOSE

The purpose of this framework is to outline Mildura South 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 unit / lesson curriculum plans.

OVERVIEW

Mildura South 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.

Mildura South 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

Mildura South aims to

Mildura South Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. 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 Mildura South our 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 and undertake a range of student assessment and reporting procedures.

IMPLEMENTATION

Mildura South implements its curriculum

At our school, the curriculum is taught through clear, structured lessons designed to help every child succeed. Predictable routines give students the confidence to focus on learning and building skills step by step. Teachers use explicit instruction, which means they carefully model new skills, explain learning in clear steps, and guide students as they practise. This approach helps children understand what is expected, build confidence, and experience success. Lessons are carefully planned so that new learning builds on what students already know. Teachers regularly check how students are progressing and adapt lessons to provide extra support or extension when needed.

At Mildura South, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five, one hour 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, year level and unit / lesson curriculum plans.

Language provision

Mildura South will deliver Italian as a Language, based on the connections with our partnering Secondary Schools.

Pedagogy

The pedagogical approach at Mildura South is through clear, structured lessons using explicit instruction. This means teachers model strategies, explain concepts step by step and guide students as they practise. Lessons are carefully planned so new learning builds on what students already know. Teachers regularly check understanding and adjust lessons to provide extra support or extension, ensuring steady progress for every learner.

Assessment

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

Students at Mildura South 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 Mildura South 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 and learning sequences lesson plans. The assessments may include, but are not limited to, work samples, pre and post-tests, 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 adjustments tasks to cater for students with additional learning needs.
- Mildura South Primary will develop Individual Education Plans (IEPs) for students who are DIP Funded, 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

Mildura South reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Mildura South 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 Mildura South 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.

- Mildura South Primary 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews (Partners In Learning) 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

	Process and data used	**Responsibility**	**Timeframe**
Whole school	Teacher Judgement based upon various assessments throughout the year. Whole school assessments such as PAT and Essential Assessment Testing Using the Whole School Assessment Grid. Naplan Results Learning Walks	Principal Assistant Principals Director of Learning Leading Teacher	Ongoing throughout the year
Year levels	Moderation of data across the year level. Teams plan two hours per week together. Continually updating the Whole School Assessment Grid	Year Level Coordinators Director of Learning Principal and Assistant Principals	Weekly
Units and lessons	Previous lessons, assessment data. Student voice data. Continually referring to and updating the Whole School Assessment Grid	Year Level Coordinators, Director of Learning Classroom Teachers and Career Start Mentor.	Weekly

Review of teaching practice

Mildura South 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.
- Learning Walks
- Classroom observations with timely specific feedback.

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
  - teaching and learning program for each learning area and capability
  - teaching and learning program for each year level
  - unit plans/sequence of lessons.]

POLICY REVIEW AND APPROVAL

Policy last reviewed	10-8-26
Approved by	Principal -Mathew McLeod
Next scheduled review date	10-8-30