

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Templestowe Heights 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

Templestowe Heights 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.

Templestowe Heights 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](#)

Templestowe Heights Primary School aims:

Templestowe Heights Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our structured 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 Templestowe Heights Primary School 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, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Templestowe Heights Primary School implements its curriculum in alignment with the Science of Learning, following the research and insights about how we acquire knowledge effectively and efficiently. Knowing the conditions in which learning can be most successful, helps teachers better meet the needs of their students. We draw on education, linguistics, psychology, neuroscience and cognitive science to further our understanding of the mechanics of learning and how we can optimally teach. We design sequences of learning where all students can experience success. At Templestowe Heights Primary School, class time is structured into a weekly/fortnightly timetable, with 5 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/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 area, year level and unit / lesson curriculum plans.

Language provision

Templestowe Heights Primary School will deliver Italian as a Language, based on our historical demographic decision made at the time of opening.

Pedagogy

The pedagogical approach at Templestowe Heights Primary School is an adaptive and responsive teaching model with predominantly whole class instruction. At the centre of our responsive teaching model is our tiered 1 curriculum and instruction. It aims to provide all students access to a high-quality, classroom instruction tied to a guaranteed and viable curriculum. The planning and delivery of our tiered 1 curriculum is positioned around Rosenshine's 10 principles of instruction. We differentiate by support, not curriculum and target a single learning objective at a time providing low access and high ceilings. Some key instructional approaches of high dosage include: modelling, practice, feedback, adaptation and checking for understanding.

Assessment

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

Students at Templestowe Heights 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 Templestowe Heights 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.
- The assessment schedule supports the norms and expectations of Tier 2 and 3 benchmarks allowing the identification of students requiring additional support
- Example 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.
- Staff will participate in moderation of assessment tasks and work samples so that staff can understand and apply consistent judgements and knowledge of a standard against Victorian Curriculum Standards across the school.

Reporting

Templestowe Heights Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Templestowe Heights 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 Templestowe Heights Primary School we endeavour to share student progress against the achievement standards for their age and year level, and according to the ongoing assessment of research based processes that we continue to evaluate.

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.

- Templestowe Heights 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).
- Templestowe Heights Primary School will use a similar learning goals 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

At the whole school level (macro) we have curriculum maps that outline the concepts, skills, knowledge and key competencies from the Victorian Curriculum learning progressions that we expect our students to master. They are broken down and sequenced across the school year planner (micro).

Review of school curriculum

Curriculum areas are informally reviewed on a yearly basis with the knowledge that learning is a recursive process. All key curriculum areas are addressed on the basis of foundational skills and the transfer of these to long term memory. Therefore changes address building upon the mastery of these skills in each year level.

Layer of review/planning	Process and data used	Responsibility	Timeframe
	The THPS google drive: <ul style="list-style-type: none"> - All Scope and Sequences - Curriculum Maps - Learning progressions - Slides for each year level/subject area 	Leadership	As needed
Whole school	Curriculum Maps	School Improvement Team	As needed
Curriculum Areas	Maths English Core Knowledge	Level teams	As needed
Units and lessons	Incorporated into slide decks term by term	Level teams	As needed

Review of teaching practice

Templestowe Heights Primary School reviews teaching practice via:

- The School Improvement Team (SIT), which links 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.
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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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Approved by	Rhys Coulson
Next scheduled review date	2027