



# **CURRICULUM AND REPORTING FRAMEWORK POLICY**



## **HELP FOR NON-ENGLISH SPEAKERS**

If you need help to understand the information in this policy, please contact Morang South Primary School on 03 9404 1548 or [morang.south.ps@education.vic.gov.au](mailto:morang.south.ps@education.vic.gov.au).

## **Purpose**

To ensure that the Morang South staff and community understand the organisation and arrangements for the delivery of the Victorian Curriculum. The school will identify its curriculum allocations in the form of a Curriculum Plan (see **Appendix A**).

## **Scope**

Timing, sequencing and assessment related to the delivery of specific strands of related to subject areas (Domains) is identified in the detailed Scope and Sequences for the 8 Key Learning areas and the Assessment Schedule.

## **Policy**

### **Curriculum Development**

- Morang South will offer a broad range of programs and experiences to meet the learning needs of students and strengthen curiosity and engagement. School curriculum programs utilise effective teaching and learning strategy and are focused on improving student outcomes.
- Our school shall comply with mandates set out in the Department of Education's revised [F-10 Curriculum Planning and Reporting Guidelines \(Revised 2023\)](#) in regards to curriculum and reporting requirements.
- The Victorian Curriculum will be implemented from Prep (Foundation) to Year 6 at Morang South Primary School.
- The Victorian Curriculum will be used as a framework for local curriculum development and delivery from Prep (Foundation) to Year 6 in accordance with relevant Department of Education policy and guidelines.
- The curriculum delivery at Morang South Primary School will recognise the high priority placed on the teaching of [Physical and Sport Education](#), and [Languages Education](#) and ensure these curriculum areas are implemented.
- Our school, when developing the Morang South Curriculum Plan, will provide 26 hours of instruction per week.
- Leadership, Team Leaders (TL) and the School Improvement Team (SIT) will determine the curriculum program for the following year, based on the allocations in the school Curriculum Plan to maintain a balanced, broad provision of curriculum content.
- Schooling approaches recognising the developmental distinctions between the early years and middle years of schooling will continue to be developed and implemented.
- Collaborative practices will be undertaken with relevant staff responsible for leading or teaching curriculum areas when determining program directions or allocations for the following school year and based on strategic directions.
- The curriculum shall be collaboratively planned, assessed and evaluated by all teachers.
- Every child's academic progress shall be closely monitored and teachers implement researched best practice. A variety of evidence-based instructional and curriculum techniques will be utilised to ensure that learning is targeted and that children are engaged with their learning.
- The use of digital technologies will be integrated across the curriculum to develop student use of technology and to support the improvement of teaching and learning outcomes.
- Curriculum and related budgets will be resourced through program budgets and reflect the priorities outlined in the School Strategic Plan and Annual Implementation Plans.
- Morang South will ensure we prepare young people for the transition from Pre-School to Foundation and from Year 6 to Secondary School contexts as critical elements in supporting continuity in learning and connectedness to school.

### **Curriculum Planning**

- All staff are expected (where required) to participate in team curriculum planning. Each teacher is expected to have;
  - Team term planners utilising the format of the MSPS 'Term Planner' uploaded to their Team folder on Google Staff Drive.
  - A team 'Inquiry Planner' uploaded into the Inquiry folder on Google Staff Drive
  - A weekly content planner for English and Mathematics in their classroom, which includes differentiation of content for students needs
  - A weekly personal plan for the delivery of the inquiry curriculum in their classroom, which includes differentiation of content for students needs
  - All weekly planners uploaded to our Google Staff Drive/Weekly Planners each week.
  - Class timetables showing the delivery of key curriculum components based on each term.
- Specialists are expected to develop a plan for their subject area for the grades they take across the school.

- All staff are expected to maintain a thorough weekly work program which should be available at all times. It may be needed for reference by casual relief teachers in the event of sudden illness.

### **Curriculum Review**

- The Curriculum will be reviewed by teachers regularly as part of their team meeting, planning and PLC processes to evaluate the impact, effectiveness and relevance to current educational practices
- The school's School Improvement Team will review Curriculum as part of the processes for monitoring the implementation of the School Strategic Plan and Annual Implementation plan. These include bi-annual reviews.
- A Professional Learning and Team Meeting Schedule will be in place which outlines key review dates and focus areas for evaluation.

### **Inclusive Practices**

- Our school will recognise and respond to the diverse student needs when developing its curriculum programs and Curriculum Plan (**see Appendix A**). This includes responding to the needs of students with English as an additional Language, students with disabilities, and students from Aboriginal and Torres Strait Islander backgrounds.
- Our school will provide a variety of programs that will address the specific needs of students in relation to delayed developmental progression, higher ability, gender, and learning disorders.
- Our school is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their diverse needs and will work with Department of Education guidelines, supporting professionals and agencies and targeted programs to meet these needs.
- Our school is committed to providing culturally appropriate, meaningful and inclusive programs to Koorie students through: working in partnership with the Koorie community to develop place-based approaches to improving student outcomes.
- Our school is committed to creating an environment that respects, recognises and celebrates cultural identities through practice and curriculum implementing initiatives and programs that meet student needs and in partnership our various multi-cultural groups in community.

### **Student Outcomes**

- The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used. Data will play a key part in the ongoing school improvement process.
- The School Improvement Team (SIT) - will meet regularly to track whole school data and identify potential curriculum areas that require focus.
- Student assessments and the data analysed will include, but is not limited to NAPLAN, PAT, Essential Assessments, school-based testing, and teacher judgments based measurement of progression against the standards in the Victorian Curriculum. Tools used will include (but not be limited to) SPA, School Performance Report and Panorama Reports.
- All teaching staff will implement the school's Assessment Schedule. A variety of approaches will then be used to analyse data at an individual, targeted-group, cohort and school level. Learning Specialists and the School Improvement Team (SIT) will work with teachers (at an individual, team or whole school level) on the development of a comprehensive understanding of the data, how to interpret it, and how to use data to plan for continued improvement in student outcomes.
- Use of data will inform planning at various levels, including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including identifying those at risk, developing Individual Learning Improvement Plans, and for the provision of learning intervention/extension programs and/or referral for further diagnostic investigations.
- PLC's will utilise an improvement cycle incorporating use of formative/summative forms of data to consider targeted teaching, shifts of practice and evaluation instructional approaches.

### **Reporting and Feedback**

- Students will be provided opportunities for feedback about current learning and areas for future learning. This will be done through semester reports, student snapshots of learning (Seesaw), formative assessment, the setting and revision of learning goals, and student-teacher or peer conferences.
- Semester Reports will be provided to parent/carers twice yearly in June and December. These reports utilise a 5-point age-related scale, with teacher judgement rating to help indicate the level of attainment (progression-point) reached by each student against the Victorian Curriculum standards. Reports also indicate time since the last-time the curriculum area was reported upon.
- Semester Reports will include a summary of the curriculum covered, indication of key points of achievement, identification of areas for improvement,
- For students who are new to English (EAL) student progression should be reported upon based on the EAL Pathways which recognise the transition of these students as they develop English proficiencies.
- Semester Reports are provided digitally in a pdf format with a hard-copy available on request.
- Student/Parent/Teacher learning conferences will be provided twice a year. These will be held in March/April and September each year. These meetings include a student-led component that celebrates student growth and progression, additionally with the conferences will provide an opportunity for teachers to provide feedback regarding student achievement.
- Annually, student learning outcomes data will be reported in the Annual Report to the School Community and at the annual general meeting of School Council. This meeting is open to all of community to attend. The Annual Report is also provided to the Department of Education and is located on the school website.

### **Communication**

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

- Available publicly on our school's website
- Introduced through staff induction processes
- Included in staff handbook
- Discussed at various staff meetings as required
- Discussed at parent information sessions

- Communicated in our school newsletter/Annual information briefing
- Hard copy available from school administration upon request

#### Further Information and Resources

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

- [F-10 Curriculum and Reporting Guidelines \(revised 2023\)](#)
- [Physical and Sport Education: Delivery Requirements Policy](#)
- [Languages Education: Policy](#)
- [EAL Guidelines: For schools](#)
- [Multicultural education programs and resources](#)
- [Reporting Student Achievement and Progress Foundation to 10 Policy](#)

#### Evaluation

This policy will be reviewed as part of the school's four-year policy review cycle in conjunction with the School Review, or in-line with changes to DE guidelines or regulations, or where local changes to curriculum practice occur.

<b>Date of last review</b>	5th May 2023
<b>Author</b>	Principal
<b>Next Review Date</b>	5th May, 2027

## Appendix A

### Morang South Primary School Curriculum Plan – including time allocations

#### Years P - 2

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

#### Years F – 6

Year: Prep (Foundation)		1 - 2		3 - 6	
Domain	Minutes per week	Domain	Minutes per week	Domain	Minutes per week
English	600	English	600	English	600
Mathematics	300	Mathematics	300	Mathematics	300
Science	60	Science	60	Science	60
Social and Emotional Learning	60	Social and Emotional Learning	60	Social and Emotional Learning	60
Health and Physical Education	60	Health & Physical Education	60	Health & Physical Education	60
The Arts	60	The Arts	60	The Arts	60
Library with SEL	60	Library with SEL	60	Library with SEL	60
Inquiry Learning*	240	Inquiry Learning*	180	Inquiry Learning*	120
Languages	60	Languages	60	Languages	60
Assembly/Cybersafety	60	Assembly/Cybersafety	60	Assembly/Cybersafety	60
		Sport	60	Sport	120
<b>TOTAL (per week)</b>	<b>1560</b>	<b>TOTAL (per week)</b>	<b>1560</b>	<b>TOTAL (per week)</b>	<b>1560</b>

\*Includes the Victorian Curriculum - History, Geography, Economics, Civics and Citizenship, Digital Technology, Design Technology, as well as the local Curiosity electives.