



CURRICULUM FRAMEWORK AND STUDENT LEARNING OUTCOMES STATEMENT

At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future.

At Lalor North Primary School our mission is to build a culture of high-expectations for all that ensures our students experience high levels of social, emotional and academic growth.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy and languages. Students learn through language and learn about language through our nationally recognized English/Greek or English/Macedonian programs, or through the Italian as a second language program. Through the bilingual programs our Prep to 2 students spend 50% of their learning time learning through Greek or Macedonian. These students undertake reading, writing, speaking and listening and mathematics learning in Greek or Macedonian. The other 50% of their learning is undertaken in English. Our grade 3 to 6 students spend 40% of their learning time learning through Greek or Macedonian. These students undertake reading, writing, speaking and listening and their inquiry learning (history, geography, science, health, etc.) in Greek or Macedonian. Our school attracts students from beyond our immediate area because of the features of these programs.

The Victorian Curriculum 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.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the learning areas of Science, the Humanities, Technologies, Health and the capabilities. These learning areas are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Italian), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these learning areas and supported by an Outdoor Education camping program and excursion initiatives. The school is an active participant in district sport competitions.

The school implements the Resilience, Rights and Respectful Relationships Program which covers eight topics of Social and Emotional Learning

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Each year the school maps out its curriculum offerings in a Curriculum Plan (see Appendix A).

GUIDELINES

Our school recognises and responds to diverse student needs when developing our curriculum programs and curriculum plan (Appendix A).

Our school complies with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools. The Victorian Curriculum is implemented from Foundation to Year 6 at our school. DET places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

School curriculum programs are designed to enhance effective learning. Teaching and learning programs will be resourced through Program Budgets.

PROGRAM

We provide for 25 hours of student instruction per week. Our school provides a variety of programs that will address the specific needs of students in relation to special learning needs, disabilities and impairments, and students from language backgrounds other than English. Our school identifies and caters for the different needs of particular cohorts of students when reviewing and implementing our curriculum plan.

Professional Learning Communities determine the curriculum program for each year, based on the needs of the students and the requirements of the Victorian Curriculum. Every year our school audits the Foundation to Year 6 curriculum to ensure coverage across the Victorian Curriculum. This audit also informs future curriculum planning. Planning documentation, assessment criteria and record keeping pro-formas are produced that reflect the Victorian Curriculum. DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL continue to be implemented. Digital Technology is integrated across the curriculum to support the improvement of teaching and learning outcomes. Professional Learning Community Instructional Leaders review this curriculum framework policy annually.

STUDENT WELLBEING AND LEARNING

Lalor North Primary School embeds student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students through:

- Providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- Providing a flexible, relevant, inclusive and appropriate curriculum
- Accommodating student developmental needs within the Victorian Curriculum stages of schooling.

Students with Disabilities

Lalor North Primary School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets diverse needs. Lalor North Primary School liaises with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Lalor North Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Students in Out of Home Care (OOHC)

Lalor North Primary School is committed to providing an appropriate and inclusive education to our most vulnerable students, including those in Out of Home Care through:

- working in partnership with carers, guardians, extended families, DHHS Child Protection and relevant community organisations to support the learning and wellbeing of these students

- supporting the development of high expectations and individualised learning for OOHC students.

Vulnerable and At Risk Students

Lalor North Primary School has an unequivocal commitment to the Child Safe Standards and is committed to implementing, monitoring and reviewing our support for any student considered at risk or vulnerable. We recognise that any student who has experienced family violence, come to Australia as a refugee or who has experienced other trauma could be vulnerable or at risk. We are committed to:

- working in partnership with carers, guardians, extended families, DHHS Child Protection and relevant community organisations to support the learning and wellbeing of these students
- supporting the development of high expectations and individualised learning for students considered at risk.

CURRICULUM AND TEACHING PRACTICE REVIEW

Every member of the teaching staff is involved in the ongoing review of teaching practice at Lalor North Primary School. This is done through:

- Structured, weekly opportunities for reflection, feedback and review through each Professional Learning Community's collaborative planning meeting.
- A day-long PLC planning day each term which involves reflection and review of the teaching practice and curriculum delivered in the preceding term.
- Participation in an ongoing (on a 5-weekly cycle) PLC Inquiry Cycle focused on investigating a 'problem of practice' and reviewing teaching practice through this cycle.

The school's curriculum is reviewed on a cyclical basis to ensure alignment with the Victorian Curriculum. Curriculum audits and review inform future curriculum planning and implementation.

The school's leadership team oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback is a key component of teaching practice improvement. The leadership team ensures that:

- Professional Learning is targeted to improve teaching practice in the school through excellent delivery of the curriculum (for example, through participation in PLC Professional learning, through partnerships with the Maths Association of Victoria and the University of Melbourne, by participating in Bastow Courses such as Leading Literacy in Networks, etc.)
- Analysing trends in whole-school and cohort data (from a range of sources) informs the effectiveness of curriculum and teaching practice.
- Discussions at weekly leadership meetings focus on specific aspects of teacher practice (e.g. student goal setting); informed by learning walks or observational visits preceding these meetings.
- Ongoing conversations with colleagues about the effectiveness of teaching practice in our school occur.

All staff participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school utilises DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

STUDENT LEARNING OUTCOMES

The school's Strategic Plan sets out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plans outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report provides the community with information about the school's performance in implementing improvement strategies and how resources have been utilized.

Assessment and Reporting

Lalor North Primary School has rigorous processes for ongoing formative and summative assessment of students (see Data Collection below). These processes are detailed in our school's Assessment Schedule (Appendix A).

Lalor North Primary School follows the guidelines of the Commonwealth Government, DET and the Victorian Curriculum and Assessment Authority (VCAA) with regards to reporting to parents. We provide formal written

reporting advice to parents at the end of Semester One and Semester Two, as well as at least two opportunities for formal meetings between parents and teachers every year. Data plays a key part in the ongoing school improvement process.

Data Collection

The school continuously monitors student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, OnDemand Adaptive Testing, Fountas and Pinnell Benchmarking Assessment System, Student/Teacher Conferences, Individual Education Plans, Portfolio Learning Tasks, Rubrics, Moderation, Mathematics Online Interview, Essential Assessments, PAT Maths, TORCH Reading Comprehension Testing, Pre and Post Testing. The School Leadership team tracks whole school, cohort and individual data and identifies potential teaching and learning areas that require further focus.

Data Analysis

All teaching staff implement the school's assessment schedule. A variety of approaches are then used to analyse data at an individual, group, cohort and school level. The leadership team works with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data informs curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data is also used to determine student support options, including for those at risk, by developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.

Data and achievement reporting

Data is reported in different ways according to the audience.

For students: Feedback is given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data is used to inform planning and teaching on both a short and longer-term basis. Trend data also provides relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and student-led conferences provide an opportunity for teachers to provide feedback regarding student achievement.

For community: Student learning outcomes data is reported in the Annual Report to the School Community which is also provided to DET and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

LINKS

<https://www.vcaa.vic.edu.au/foundation10/Pages/f10index.aspx?Redirect=1>

<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>

<http://www.acaca.edu.au/index.php/schooling/assessment-and-reporting/>

APPENDICES

Appendix A: A Curriculum Plan including:

- Curriculum Time allocations
- Specialist timetable
- Timetables – Bilingual Programs
- Foundation – Year 6 Literacy and Numeracy Scope and Sequences
- Inquiry Scope and Sequences
- Social and Emotional Learning overview
- Digital Technologies Scope and Sequence
- Assessment schedule

EVALUATION

This policy will be reviewed annually.