



MORIAC PRIMARY SCHOOL

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Moriac 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

Moriac 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.

Moriac 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](#)
 - [Holocaust Education – Delivery Requirements](#)

Moriac Primary School aims to provide a safe and happy learning environment, in which children are able to achieve their potential. It is a school where trust, respect and valuing others are fundamental beliefs. 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. 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.

IMPLEMENTATION



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Moriac Primary School implements its curriculum with the English, Mathematics, Humanities and Wellbeing at the centre of all we do. In addition, our students benefit from 6 Key Specialist areas- Science, STEM, Performing Arts, Visual Arts, Sport and French. At Moriac Primary School, class time is structured into a weekly 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

Moriac Primary School will deliver French as an additional Language.

Pedagogy

The pedagogical approach at Moriac Primary School is based on explicit instruction that clearly models and outlines skill acquisition to students to enable learning to occur. Students are taught in a sequential way that caters to differing learning needs and is scaffolded to allow for multiple entry and exit points in a child's learning journey.

Assessment

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

Students at Moriac 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 Moriac 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, digital 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.
- Moriac Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Profiling Screen, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.



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- 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.
- 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

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

- Moriac Primary School will report directly against the Victorian [Curriculum F-10 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).*
- *Moriac 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, 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

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Whole school review of planning occurs yearly by the leadership team at MPS and involves both the Principal class and middle leadership. Data from Panorama, including achievement data, Naplan and attitudes to school data, as well as Vic Curriculum	Principal Assistant Principal Learning Specialists	Once a year



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	teacher judgements are used to base the review on.		
Curriculum Areas	Curriculum areas are reviewed by middle leadership each semester and outlines, units and documentation is updated as required. Specific summative assessment data is used relevant to the learning area as well as the data mentioned above.	Learning Specialists	Twice a year
Year levels	Year level planning and review occurs termly and is conducted by all teachers and their Stage or Learning Leaders.	All teachers Learning Specialists	Termly
Units and lessons	All teachers review their lessons weekly/termly and use the PLC process to support this by reflecting on the student data they have collected as part of their inquiry approach to the improvement cycle.	All teachers	Weekly/termly

Review of teaching practice

Moriac Primary School 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.

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:



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- 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	2018
Approved by	Principal
Next scheduled review date	November 2027