



Chelsea Heights Primary School *Together we learn*

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Chelsea 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, year level and unit / lesson curriculum plans.

OVERVIEW

Chelsea 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.

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

Chelsea Heights Primary School is committed to evidence informed practice to enable lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our high standards and high expectations drive a curriculum and culture of excellence that 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 Chelsea Heights Primary School our broad ranging and in depth curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our 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

Chelsea Heights Primary School implements its curriculum within a weekly timetable incorporating:

- English
- Mathematics
- Science & Technologies
- Humanities
- The Arts
- Languages - Japanese
- Health and Physical Education

Capabilities will be taught across the curriculum:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

At Chelsea Heights PS, class time is structured into 5 hours of learning per day, broken into 5 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, and the capabilities that are developed by students across these learning area and time allocations is provided in our whole school, year level and unit / lesson curriculum plans.

Professional Learning Teams (PLT) ensure scope and sequence and curriculum coverage is monitored across the school. The PLT are currently responsible for implementation and feedback on curriculum development and delivery in literacy, numeracy, science, humanities, sustainability, and digital technologies. Specialist programs from Foundation to Level 6 are delivered for Health and Physical Education, The Arts (Visual Art), Languages (Japanese), Technologies (ICT). Supportive curriculum initiatives and programs include EAL and Literacy intervention. The SIT focuses on data and curriculum in liaison with team leaders to communicate results and performance with all staff. Chelsea Heights Primary School is implementing the PLC framework. The school also has two Learning Specialists who have a focus on data and curriculum. The School Improvement Team consists of the leadership team (Principal, Assistant Principal and Leading Teacher), Learning Specialists and the Instructional Model Mentor. This team focuses on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting, and personalised learning, including student voice and agency.

Language provision

Chelsea Heights Primary School will deliver Japanese as a Language, based on Japan being one of Australia's close neighbours and local secondary colleges providing opportunities to continue Japanese and historical resourcing.

Pedagogy

The pedagogical approach at Chelsea Heights Primary School is based on evidence informed teaching high impact teaching practices. Chelsea Heights has an explicit teaching model that values worked examples and mastery learning to allow students to be highly knowledgeable and creative in all subject areas. Chelsea Heights Primary School has implemented a Multi-Tiered System of Support model to ensure all students' learning needs are met and catered for in an evidence-informed manner.

Students with additional needs are well supported with Individual Education Plans and personalised, reasonable adjustments and supports.

Assessment

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

Students at Chelsea 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 Chelsea 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.
- Assessment is designed to ensure skills and knowledge are retained in long term memory with formative assessment approaches sampling students learning in short, medium and longer term cycles.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Learning Sequences and Assessment Schedule. 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.
- Chelsea Heights Primary 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.
- 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

Chelsea 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, Chelsea 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.

Chelsea Heights Primary School reports students' progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.

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.

- Chelsea 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).
- Chelsea Heights 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	As part of the Annual Implementation Planning (A.I.P) review and writing process, the School Improvement Team, together with staff will review the Whole School Curriculum Plan. In addition, the whole school planning will also be audited and reviewed at times when updates or reviews to curriculum documents are made by VCAA/ACARA	S.I.T Whole staff	Annually
Curriculum Areas	As part of the Annual Implementation Planning (A.I.P) review and writing process, the School Improvement Team, together with staff will review the Whole School Curriculum Plan. In addition, the whole school planning will also be audited and reviewed at times when updates or reviews to curriculum documents are made by VCAA/ACARA	S.I.T Learning Specialist/ Curriculum Leaders Whole staff	Annually
Year levels	As part of the ongoing planning for teaching and learning process, year level teams review curriculum and provide feedback on a termly basis during team planning days.	Learning Specialist/ Curriculum Leaders Facilitators/Year Level and Specialist Leaders	Termly

Units and lessons	As part of the ongoing planning for teaching and learning process, year level teams/teachers review units and lessons on a termly/weekly/daily basis during collaborative planning sessions and non-face to face teaching allocations.	Learning Specialist/ Curriculum Leaders Facilitators/Year Level and Specialist Leaders Year Level and Specialist Teams	Ongoing
--------------------------	--	---	---------

Review of teaching practice

Chelsea Heights 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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	23rd May 2024
Approved by	Principal Steven Capp
Next scheduled review date	23rd May 2028