



Natte Yallock Primary School – No 1347

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Natte Yallock 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 of 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

Natte Yallock 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.

Natte Yallock 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](#)
 - [Languages Education](#).

Natte Yallock Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked and seeks to operate by our motto, 'Learning for Life'.

Our mission is to provide high quality educational and leadership opportunities for our students, that will enable them to become effective members of our society. Natte Yallock Primary School's vision is to empower students to reach their personal best.

IMPLEMENTATION

Natte Yallock Primary School implements the following curriculum:

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake Science at both school and at cluster days
- All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business), with history and geography also taught as part of the MARC program



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- All students engage in the Arts, including visual, media and performing arts
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language (Japanese)

At Natte Yallock Primary School, class time is structured in a fortnightly timetable, with five hours of learning per day, broken into sixty- and ninety-minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Hours Per Fortnight
English	19.75
Mathematics	11.5
Sciences	2
The arts	4
Health and physical education	2.5
Languages	2
Junior School Council/citizenship/values	2.5
History and Geography	2
Design & Technology	3
Digital Technology	.75
Total	50

Language provision

Natte Yallock Primary School delivers Japanese as a Language through the Victorian School of Languages Online Program.

Pedagogy

The pedagogical approach at Natte Yallock Primary School is to provide a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the SoundWaves program in English and a combination of programs including Targeting Maths and Essential Assessment for Mathematics. The Science program covers a topic each semester and runs on a two-year cycle. We have implemented Kitchen Gardens which incorporates Design and Technology. The MARC program also addresses History, Geography, Civic and Citizenship and Aboriginal Studies. The school is a member of the Pyrenees Cluster which provides lessons in Respectful Relationships, Science, Music and PE. It also gives students extra social opportunities as well as exposure to other teachers. Interdisciplinary, personal and social learning are addressed within all curriculum areas and supported by a range of Outdoor Education camps and excursions. The school is an active participant in district sport competitions.



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Assessment

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

Students at Natte Yallock 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 Natte Yallock 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.
- Natte Yallock Primary School develops an Individual Learning Plan for each student that tracks short term and long term goals that are discussed and celebrated at each Learning Conference with teachers, students and parents present.
- Natte Yallock 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

Natte Yallock Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Natte Yallock Primary School ensures that there is continuous sharing of assessment information with parents/carers through learning conferences each term, as well as through twice-annual written reporting.

At Natte Yallock Primary School the [Reporting Student Achievement and Progress Foundation to 10](#) policy is implemented in the following ways:

- The semester reports will be in a written format easy for parents/carers to understand.
- Natte Yallock 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, either the [EAL Companion to the AusVELS](#) or the Victorian [Curriculum F-10 EAL achievement standards](#).



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- 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.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

[Insert procedures that outline **how** and **when** the school reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels, and **who** conducts the review. The table below is an Moonambel Primary only].

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Review conducted by the principal and teachers in preparation for a new School Strategic Plan. The curriculum timetable and priorities are taken into consideration.	Principal	Every four years as part of the whole school review.
Curriculum Areas	Program selection Student data Resources	Principal and teachers	Annually
Year levels	Year level planning organised into a junior and senior program for a multi-aged setting	Teachers	Annually
Units and lessons	At the end of each term the next term’s program is prepared. From this the teachers complete weekly planning.	Teachers	Term/Week



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Professional Learning Communities (PLC)

Natte Yallock Primary School, as part of the Pyrenees Cluster of small schools, uses PLCs to create a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Natte Yallock Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice.

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

FURTHER INFORMATION AND RESOURCES

Policy and Advisory Library:

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)

This policy should be read alongside:

- 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.



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POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2022
Approved by	Principal
Next scheduled review date	December 2025