



Wollert
Primary School

Curriculum Framework Policy





Curriculum Framework



Help for non-English speakers

If you need help to understand the information in this policy please contact Wollert Primary School

Purpose

The purpose of this framework is to outline Wollert Primary School's organisation, implementation, and review of curriculum and teaching practices and to ensure that, taken as a whole, all 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.

Wollert Primary School's philosophy is grounded in the intent to support and nurture all children to be the best they can be, by each child recognising and acknowledging that they are unique, able, and belong. The school believes that all children have a place and space in our school. We are committed to working together to ensure that every child's character, personality, and spark is not only valued but used to ignite the potential in them as learners.

Overview

Wollert Primary School provides all students with a planned and adaptive curriculum to equip them with the knowledge, skills, and attributes needed to meet their aspirations without limitations.

Wollert Primary School is committed to offering a 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:

- An adaptive curriculum base on student learning, growth, and well-being
- Curriculum planning that is based on the needs of the individual students and/or cohorts
- A curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum (as required)
- Reporting student learning to students and parents/carers in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy.

Wollert Primary School aims to empower all students to be the best they can be through the knowledge that they are unique, they are able, and they belong. Our staff aims to be exemplary educators who commit to Inclusive Practices that benefit all.

The school values underpin the behaviours and actions which are linked to the learning expectations and outcomes.



Be KIND frames the Social & Emotional brain – to express and demonstrate care, empathy, tolerance, and acceptance in actions of helping, assisting, active listening, noticing, acknowledging, and ‘heart’ language.

Be BRILLIANT frames Effort & Achievement brain – express and demonstrate self-awareness, self-acceptance, tenacity, grit, and resilience in our actions of learning from mistakes and failings and creating our own measures of success while committing to the expectations and agreements we have communally.

Be CURIOUS frames Thinking & Wondering brain – express and demonstrate puzzlement, inquisitiveness, awe, and learning in our actions of questioning, challenging, wondering, hypothesising, and considering possibilities.

Be JOY frames Attitude & Mindset brain – express and demonstrate happiness, love, fun, positivity, and optimism in actions of play, humour, light-heartedness, silliness, laughter, acknowledgment, and appreciation.

Implementation

Wollert Primary School implements a curriculum that focuses on Literacy, Numeracy, and Inquiry and a specialist program that includes Physical Education, Visual Art, Performing Arts, Food Technologies (Years 3 – 6), Digital Technologies, and Playscape (Prep – Year 2). At Wollert Primary School learning time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60-minute sessions.

Language provision

Wollert Primary School will deliver Auslan as a Language, based on the learning needs of our students, as this is inclusive and accessible to all Wollert Primary School students.

Pedagogy

The pedagogical approach at Wollert Primary School is based on an acquisition instructional model. This model is broken down into the components of Brain Build, Spark, New Learning, Brain Stretch, and Connection. This model is informed and underpinned by the DET HITS – High Impact Teaching Strategies. Learning Production Behaviours are also incorporated into the pedagogical practice and focus for the students as learners at Wollert Primary School.

Curriculum and Teaching Practice Review

School curriculum and teaching practice are reviewed against the Framework for Improving Student Outcomes (FISO 2.0). FISO and the FISO improvement cycle help identify focus areas for improvement and evaluate the impact of introduced initiatives.

Review of School Curriculum

The school curriculum is continuously reviewed to ensure that it meets the needs of the diverse range of learners and learning styles at Wollert Primary School.

Review of Teaching Practice

Wollert Primary reviews teaching practice via:

- Collaborative Team Planning Days which focus on both content knowledge and pedagogical practice.



- 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 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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [School Hours \(including variation to hours\)](#)

This policy should be read alongside:

[Wollert Primary School Assessment and Reporting Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Approved by	Principal (Kaylene Kubeil on behalf of Leanne Tingwell)
Next scheduled review date	August 2026