

## Talbot Primary School – No. 0954

*The Future Begins Here*

### CURRICULUM FRAMEWORK

#### PURPOSE

The purpose of this framework is to outline Talbot 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 and unit / weekly lesson curriculum plans.

#### OVERVIEW

Talbot 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.

Talbot 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:

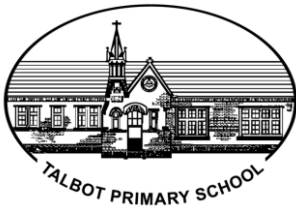
- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning 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](#)

Talbot Primary School provides a happy and safe learning environment where students are inspired to achieve their best academically, while making a positive contribution to their community. At Talbot Primary School, students are encouraged to be independent learners who are confident in themselves and their learning and are able to embrace challenges. Students are supported to be resilient, open minded, kind, caring and respectful of others and responsible for their actions.

#### IMPLEMENTATION

##### Learning

Talbot Primary School implements its curriculum through high quality multiage learning opportunities for our students. As a small school of approximately 40 students, we operate as three classrooms every morning to deliver targeted literacy and numeracy instruction, and two classrooms in the afternoon to deliver specialist and integrated subjects. With five specialist subjects, we are particularly proud to offer a comprehensive Music, Science and Visual Arts curriculum alongside Health and Physical Education and Auslan as our Language other than English.



# Talbot Primary School – No. 0954

*The Future Begins Here*

## CURRICULUM FRAMEWORK

Talbot Primary School provides speech therapy through the SPAIDES program as well as reading intervention through the MultiLit program. All classrooms have a Education Support staff member present to support Reading, Writing and Mathematics instruction.

### Wellbeing

Talbot Primary School delivers a comprehensive wellbeing program through implementing the Rights, Responsibilities and Respectful Relationships program, as well as embedding Kimochis learning – a social and wellbeing program. These programs are supported by our Wellbeing Leader and our Student Wellbeing Officer, and delivered by our classroom teachers.

At Talbot Primary School, class time is structured into a weekly timetable, with 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/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, and unit / lesson curriculum plans.

### Language provision

Talbot Primary School deliver Auslan as a Language.

### Pedagogy

The pedagogical approach at Talbot Primary School directly aligns with the Victorian Teaching and Learning Model 2.0 (VTLM). We have two instructional models that cater for both whole class instruction and split instruction specifically designed to suit our multiage/multigrade classroom needs. Teachers complete professional learning in both models and use peer observation to reflect and continue to build best practice.

Every lesson combines the elements of learning as described in the VTLM along with the elements of teaching.

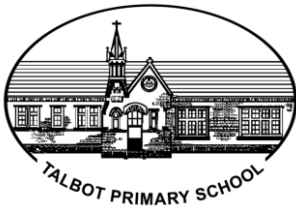
Elements of Learning			
Attention Focus Regulation	Knowledge Memory	Retention Recall	Mastery Application
Elements of Teaching			
Planning	Enabling Learning	Explicit Teaching	Supported Application

### Assessment

Talbot Primary School is committed to ensuring that every student has the best opportunity to achieve their full potential. Assessment and reporting are important processes that provide information about what students know and can do and informs their future learning. They identify how well a student has learnt specific content or skills and ensures that the student, parent, and teacher understand where a student is on a learning continuum at any given time.

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

Students at Talbot 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.



## Talbot Primary School – No. 0954

*The Future Begins Here*

### CURRICULUM FRAMEWORK

Teachers at Talbot 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.
- use assessment in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- 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.
- develop assessment tasks 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.
- develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- 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.
- assess the English language proficiency of English as Additional Language EAL students using the Victorian Curriculum F-10 EAL.
- will, where possible, 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

Talbot Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Talbot 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 Talbot Primary School written reports are sent home in hard copy as well as being published on Sentral. All parents and students are invited to Learning Conferences in Week 3 of each term where Individual Learning Plans are discussed as well as written reports. Student Support Group meetings are offered for all students with an Individual Education Plan or Attendance Plan to support both the learning and wellbeing goals to be achieved.

*Talbot 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](#).*
- *include both student achievement and progress in the report.*
- *include 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).*
- *provide opportunities for parents/carers and students to discuss the school report with teachers and/or school leaders.*



## Talbot Primary School – No. 0954

*The Future Begins Here*

### CURRICULUM FRAMEWORK

- conduct Learning Conferences in Week 3 of each term Parent-teacher interviews to 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

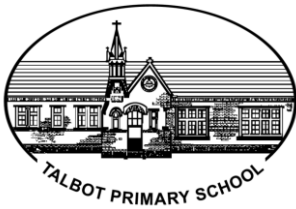
[Insert procedures that outline **how** and **when** the school reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels, and **who** conducts the review. The table below is an example only].

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

#### Review of teaching practice

Talbot 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 high impact wellbeing strategies; and



## Talbot Primary School – No. 0954

*The Future Begins Here*

### CURRICULUM FRAMEWORK

- 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:

- 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	October 2024
Approved by	Principal
Next scheduled review date	October 2027