

# WODONGA SOUTH PRIMARY SCHOOL CURRICULUM FRAMEWORK POLICY

## PURPOSE

The purpose of this framework is to outline Wodonga South 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

Wodonga South 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.

Wodonga South 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](#)

Wodonga South Primary School's vision is together we discover, create and innovate. We aim to provide students with a guaranteed and viable curriculum that will prepare them for their future. Our objective is to ensure all students have developed the necessary skills and understandings to achieve their personal best in all areas of life.

The following values underpin the beliefs of our school community and outlines what is important in guiding our actions. Learning - Acquiring academic, social and emotional knowledge and skills. Relationships - Developing authentic relationships where mutual respect and support are promoted. Persistence - Cultivating an ability to manage challenging situations as they arise. Respect - Building respect for self and others, our community and our environment. Teamwork - Working collaboratively with others towards common goals. Through the Positive Behaviour Support Framework the school's set behavioural expectations are: "Be Safe, Be Responsible and Be a Learner."

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. 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

Wodonga South Primary School Learning Leaders will ensure a comprehensive curriculum program is provided that meets the requirements of DET. Input will be sought from the relevant staff members in the curriculum when developing programs. The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented. The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own endorsed policy. Learning Leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

At Wodonga South Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 one hour 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 plan.

### **Language provision**

Wodonga South Primary School will deliver Auslan as a Language, based on our commitment to fostering an inclusive, diverse, and accessible learning environment. As the primary language of the Australian Deaf community, AUSLAN promotes empathy, social cohesion, and a broader understanding of different communication modes. Teaching AUSLAN equips students with valuable skills to support peers and community members who are Deaf or hard of hearing, aligning with our values of respect, inclusion, and equity. It also enhances students' cognitive development and language acquisition, while responding to the Victorian Curriculum's focus on cultural and linguistic diversity.

### **Pedagogy**

The pedagogical approach at Wodonga South Primary School:

#### **Planning**

Teachers collaboratively design programs that sequence knowledge and ensure consistent curriculum implementation across classrooms, using **explicit teaching** and **differentiation** to support all learners.

#### **Enabling Learning**

We build a positive, culturally responsive environment where teachers foster student self-regulation and engagement through strong relationships and clear classroom expectations.

### **Explicit Teaching**

Teachers use evidence-based strategies, including **scaffolded instruction**, **formative assessment**, and **feedback**, to guide students toward mastery, reducing cognitive load and promoting deep learning.

### **Supported Application**

Students consolidate learning through **review**, **multiple exposures**, and spaced practice, with teachers extending and challenging students as they move toward mastery.

### **Assessment**

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

Students at Wodonga South 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 Wodonga South 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.*
- *Wodonga South 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**

Wodonga South Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Wodonga South

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 Wodonga South Primary School, 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.

- Wodonga South 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).
- Wodonga South Primary 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
<b>Whole school</b>	School-wide data (NAPLAN, PAT, teacher judgements) and tools like the School Improvement Plan and FISO 2.0 are used to assess alignment and student outcomes.	Principal, Assistant Principal, Leadership Team	Annually (End of year)
<b>Curriculum Areas</b>	Curriculum teams review content based on student performance data, teacher feedback, and subject-specific assessments. Adjustments are made to ensure scope and sequence	Curriculum Leaders, Learning Leaders	Bi-annually (Mid-year and End of year)

	address key skills and knowledge. Tools include student assessment data, formative assessments, and moderation processes.		
<b>Year levels</b>	Year-level teams, led by Learning Leaders, review curriculum delivery using formative assessments and progress tracking to align teaching with student needs.	Learning Leaders, Teachers	Termly (Each term)
<b>Units and lessons</b>	Teachers use student work samples, assessments, and feedback to refine lessons and pacing for differentiation.	Classroom Teachers	Ongoing, with formal reviews at the end of units

### Review of teaching practice

Wodonga South 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:
  - 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	27/8/2024
Approved by	Clint Edkhardt
Next scheduled review date	August 2028