

DANDENONG SOUTH PRIMARY SCHOOL CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Dandenong 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 policies, year level curriculum scope and sequences and our Dandenong South Effective Teaching booklet.

OVERVIEW

Dandenong 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.

Dandenong 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](#)

Dandenong South Primary School aims to have a holistic approach to learning where the academic, physical, social, and emotional needs of all children are fostered through the school's values of: Responsible – Safe - Respect.

Dandenong South Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence 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 Dandenong South Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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

Sub School Leaders are allocated the responsibility to lead a team in the development and implementation of the Victorian Curriculum 2.0 from Foundation to Year 6. All teachers are required to work as part of their sub school teams to contribute to the development and implementation of the school's curriculum. At Dandenong South Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level, 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 policies, year level curriculum scope and sequences and our Dandenong South Effective Teaching booklet.

Language provision

Dandenong South Primary School will deliver Indonesian as a Language because Indonesia is one of the closest countries to Australia in the South-East Asia region.

Pedagogy

At Dandenong South Primary School, we focus on providing clear and explicit instruction as children work independently and in groups to achieve their full learning potential. Regular feedback enables students to have an ever-growing understanding of their own learning. As well as academic excellence, the school values creative skills and physical education.

Dandenong South Primary School provides specialist classes in Visual Arts, STEM, Health, Music, Physical Education and Indonesian. We have a wide range of lunchtime and after school activities providing opportunities for students to explore and develop skills in sports and hobbies. We also provide English as an Additional language support programs for those students from a non-English speaking background.

- *Teachers at Dandenong South Primary School use a combination of High Impact Teaching Strategies to develop curriculum programs through which students develop their knowledge, skills and capabilities.*
- *Teachers at Dandenong South Primary School follow our Effective Teaching model which outlines our overarching instructional practice and subject-specific instructional practices.*
- *Numeracy is delivered for no less than five, one-hour lessons a week.*
- *Literacy is delivered for no less than ten, one-hour lessons a week.*
- *Teachers at Dandenong South Primary School prioritise phonics and the teaching of spelling through the Little Learners program and the SMART spelling program.*
- *Intervention, tutoring and extension programs are developed to support learning wellbeing and inclusiveness. This includes enrichment programs, occupational therapy, speech pathologist programs, Numeracy and Literacy tutoring and intervention.*

- *At Dandenong South Primary School, we support our students wellbeing through School Wide Positive Behaviours. We also implement the Resilience, Rights and Respectful Relationships curriculum and use restorative practices.*

Assessment

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

Students at Dandenong 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 Dandenong 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 use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, tests and assignments, projects, portfolio tasks, 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 make modifications to the task to cater for students with additional learning needs.*
- *Individual Education Plans (IEPs) and Individual Learning Improvement Plans (ILIP) are developed for students as required, for example, Disability and Inclusion (DI), Koorie students and students in 'Out of Home' care. These plans are created in consultation with students, parents and where appropriate, with outside agencies.*
- *Teachers 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 an Additional Language (EAL) is assessed using the Victorian Curriculum F-10 EAL.*
- *Where possible, staff 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

Dandenong 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, Dandenong 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.

Dandenong South Primary School uploads their student achievement data via CASES21 twice yearly by 30th June and 31st December each year.

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 during parent teacher interviews to cater to our school community.

- Dandenong 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 all curriculum areas.
- 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	Annual Implementation Plan (AIP) monitoring. Data used to track actions and goals from the AIP: NAPLAN Essential Assessment PM Benchmarking Mathematics Online Interview (MOI) Writing/Numeracy walkthroughs Writing moderation PAT Mathematics PLC reflections	Leadership Team	Every 6 months
Curriculum Areas	Curriculum meetings to: <ul style="list-style-type: none"> • Review scope and sequences • Review PLC feedback (if applicable) • Analyse data with sub school teams • Audit resources 	Curriculum team leaders and members	Termly

	Data Used: NAPLAN Essential Assessment PM Benchmarking MOI PAT Mathematics PLC reflections		
Year levels	Sub School planning day once a term to reflect on curriculum and plan future units/lessons sequences. Resources used: <ul style="list-style-type: none"> • Victorian Curriculum 2.0 • DSPS Effective Teaching booklet • Scope and sequences • Subject specific term overviews • Curriculum data (See above) 	Sub school leaders and team members	Termly
Units and lessons	Sub School planning meetings to collaboratively plan and reflect on lesson sequences and units. Resources used: <ul style="list-style-type: none"> • Subject term overviews • Fortnightly Numeracy, Literacy and Inquiry/investigation planners • Victorian Curriculum 2.0 • Student work samples • Students specific data (see data listed above) 	Sub school leaders and team members	Weekly

Review of teaching practice

Dandenong 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](#)
 - [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	04/11/2024
Approved by	Leonie Fitzgerald
Next scheduled review date	November 2028