



WARRNAMBOOL WEST PRIMARY SCHOOL

SAILING TOWARDS SUCCESS

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CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand this policy, please contact
Warrnambool.west.ps@education.vic.gov.au

OVERVIEW

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Warrnambool West Primary School (WWPS) encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs and processes that deliver a comprehensive, broadly based and culturally inclusive curricula. Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

WWPS provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include “Sounds-Write” phonics program, “The Resilience Project” and ‘Big Life’ to support our wellbeing programs, and implements a Mathematical Sequence of Progression, based on George Bookers’ *Teaching Primary Mathematics*. Our school has a strong focus on our Hands On Learning program.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Science, Music and Visual Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in public speaking opportunities.

Warrnambool West Primary School will meet the minimum standard with a curriculum framework in place that includes:

- a curriculum plan showing how the eight learning areas will be substantially addressed and how the curriculum will be organised and implemented
- an explanation of how and when the curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum.

WARRNAMBOOL WEST TRADEMARK VALUES



Staff have developed agreed behaviours in line with our Values so that we can continue to develop as a high performing team with one common purpose – improved outcomes for our whole school community. As a team we strive for a culture of learning and continuous improvement with a focus on innovation and structures for learning from each other.

CURRICULUM GUIDELINES

At WWPS we focus on maximising Literacy and Numeracy outcomes for every student, every day in a safe and nurturing teaching and learning environment. We focus on core learning (Reading, Writing, Spelling, Handwriting and Numeracy) and ensure every child is well equipped with the skills and strategies to progress to the next stage of learning. We also implement an extensive specialist program to cater for individual strengths and interests. This also provides new learning opportunities and the opportunity to develop interest for all students.

Early Years focus (Foundation to Year 2)

Students bring to school a wide range of experiences, abilities, needs and interests. They have a natural curiosity about their world. Their desire to make sense of the world provides a platform to plan and review their learning through interactions with others, experimentation, scaffolding (gaining a stronger understanding), explicit teaching, practice and play in the classroom and beyond.

In Foundation – Year 2, priority is given to literacy and numeracy development because these are the foundations on which further learning is built.

Middle and Senior Years focus (Year 3-6)

The Curriculum across Years 3–6 assists students to develop their ability to take positive action for well-being; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly.

Literacy and numeracy are again prioritised across these years of schooling.

WWPS will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. WWPS will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

WWPS also places high priority on the teaching of all learning areas. Preparing young people for the transition into secondary school will be a focus of the senior school program. Teaching and learning programs will be resourced through Program Budgets.

TEACHING AND LEARNING

WWPS will provide teaching and learning experiences that will address the specific needs of students in relation to gender, religion, cultural background, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

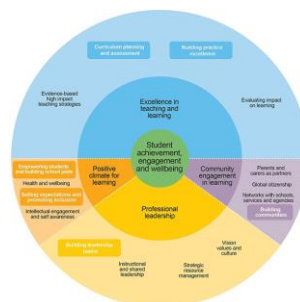
The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the **Framework for Improving Student Outcomes (FISO)**, a model for continuous school improvement.

The Framework for Improving Student Outcomes (FISO) uses contemporary research to help schools focus their efforts on key areas that are known to have the greatest impact on improved student outcomes. FISO identifies that effective teaching is the single biggest determinant of student improvement in schools. Effective teaching and learning takes place in schools where teachers:

- have a deep knowledge of the curriculum
- are prepared with strong content knowledge in key learning areas
- have the skills to utilise high-impact pedagogical strategies, suited to the curriculum content, to improve student learning.

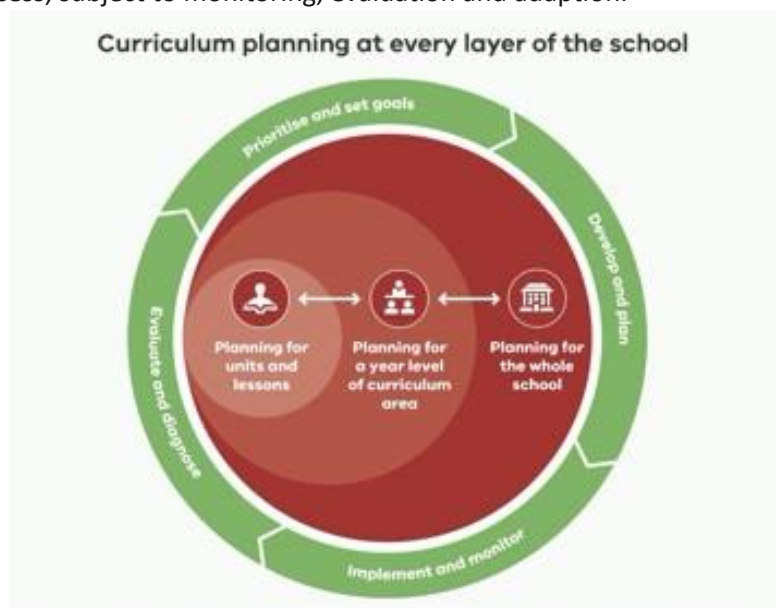
Framework for Improving Student Outcomes (FISO)



Improvement Cycle



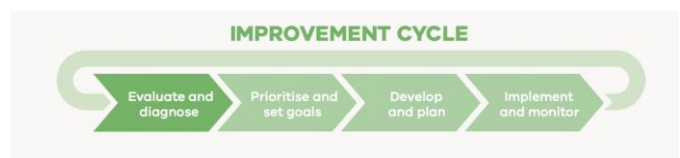
The FISO Improvement Cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation and adaption.



IMPLEMENTATION

Evaluate and diagnose

- 1 Assess student learning needs
- 2 Evaluate your current teaching and learning program



Prioritise and set goals

- 1 Set goals for student learning growth
- 2 Prioritise actions that will have the largest impact on student learning



Develop and plan

- 1 Undertake curriculum planning across the school
- 2 Document your curriculum plans



Implement and monitor

- 1 | Implement an integrated approach to curriculum, pedagogy and assessment
- 2 | Monitor and adapt the teaching and learning program



Victorian Teaching and Learning Model (VTLM)

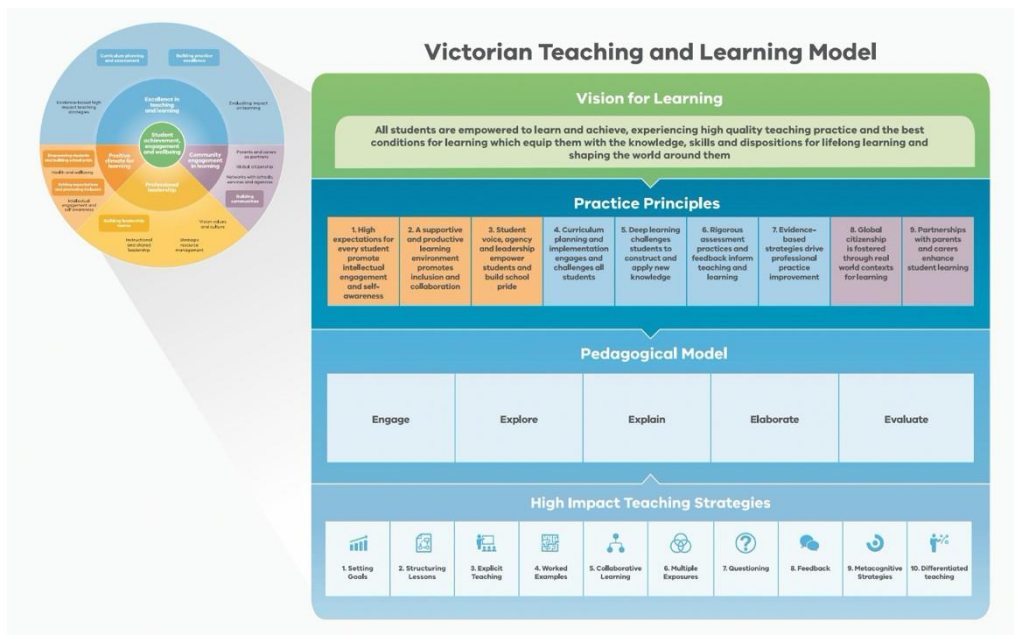
The Victorian teaching and learning model brings the [framework for improving student outcomes \(FISO\)](#) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice.

The model allows teachers and school leaders to:

- focus on high impact improvement initiatives
- drive those initiatives through evidence-based decisions about their teaching and student learning.

The Victorian Teaching and Learning Model (VTLM) consists of four components

1. A [vision for learning](#) helps create a unified set of values and beliefs to drive a high performance learning culture.
2. The [practice principles](#) for excellence in teaching and learning (practice principles) are nine signature pedagogies which make the difference in improving student achievement and motivation.
3. The [pedagogical model](#) describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
4. The [high impact teaching strategies](#) (HITS) are ten instructional practices that reliably increase student learning wherever they are applied.



The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It includes knowledge and skills, which are organised under eight **learning areas** and four **capabilities**. The capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas.

Incorporating the Australian Curriculum, it reflects Victorian standards and priorities and is the curriculum for all Victorian government schools.

1. The Victorian Curriculum F–10 includes opportunities for students to learn about the **cross-curriculum priorities** of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. These are embedded in the relevant curriculum areas of the Victorian Curriculum F–10,
2. All Victorian government schools must provide students with access to the content set out in the Victorian Curriculum F–10, and report against the achievement standards. Schools have considerable flexibility to design a teaching and learning program that develops areas of specialisation and innovation in ways that reflect and use local resources, expertise and contexts, while also providing the content set out in the Victorian Curriculum F–10 and enabling the reporting of progress against the achievement standards.

The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.



The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining teaching and learning processes and subject allocations. To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

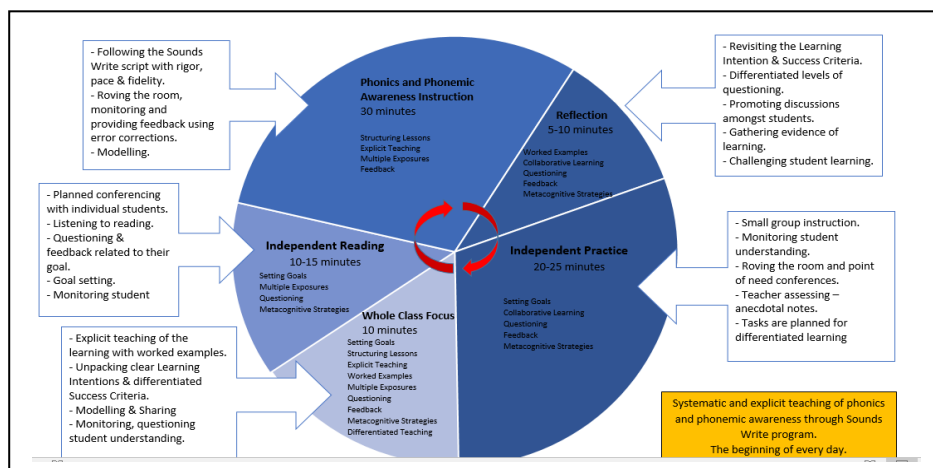
The school will implement evidence based Literacy (at least 10 hours per week) and Numeracy (at least 5 hours per week) teaching and learning with a consistent approach across the school. The school will adopt a specialist program to include the Arts (Visual), Science and Physical Education at least 1 hour per week.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) – where required, 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.

Staff will adhere to the WWPS Instructional Framework Model for the learning process.



Staff will implement the agreed Literacy Instructional model updated Feb. 2020 following DSSI advice.



PROFESSIONAL LEARNING COMMUNITIES (PLC)

Warrnambool West Primary School uses PLCs to create a culture that is:

- focussed 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 WWPS 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.

STUDENT ENGAGEMENT AND WELLBEING

WWPS will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences through the implementation of the WWPS Engagement and Wellbeing policy
- providing a flexible, relevant, inclusive and appropriate curriculum
- supporting student developmental needs within the Victorian stages of schooling.

To ensure a safe and inclusive school, all staff will adhere to the whole school behaviour management plan and follow through with a consistent approach to behaviour management using the School Wide Positive Behaviour Support Matrix.

Warrnambool West Primary School Wide Positive Behaviour Matrix				
	<i>Be a learner</i>	<i>Be Inclusive</i>	<i>Be Safe</i>	<i>Be Respectful</i>
<i>Classroom</i>	<ul style="list-style-type: none"> • Make the most of every learning minute • Show your personal best • Attentive listening • Ask questions 	<ul style="list-style-type: none"> • Accept others' ideas • Work cooperatively with anyone • Listen to others' ideas 	<ul style="list-style-type: none"> • Walk in the classroom • Use learning materials correctly • Keep calm • Respond, don't react • Calmly discuss problems 	<ul style="list-style-type: none"> • Put your hand up when you want to speak • Use an inside voice • Use devices appropriately • Use appropriate language
<i>Playgrounds</i>	<ul style="list-style-type: none"> • Be open to new games • Ask for help • Participate • Learn and follow the rules of the game 	<ul style="list-style-type: none"> • Include others in games • Listen and negotiate • Make sure everyone knows the rules and expectations in games 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Use and return equipment safely • Return to class safely – walk and wait where needed. 	<ul style="list-style-type: none"> • Listen to yard duty staff • Use and return equipment properly • Be mindful of others' personal space • Use appropriate language • Wait patiently before entering the classroom
<i>Toilet areas</i>	<ul style="list-style-type: none"> • Only go to the toilet in break times • Don't waste time in the toilets 	<ul style="list-style-type: none"> • Remind others to make the right choice • Go with a buddy when they need you 	<ul style="list-style-type: none"> • Wait and take turns • Use the sinks and toilets appropriately • Walk • Keep food and toys outside the toilets 	<ul style="list-style-type: none"> • Respect others' privacy • Leave the toilet area clean and tidy • Flush the toilet • Wash your hands • Use appropriate language
<i>Corridors</i>	<ul style="list-style-type: none"> • Be aware other students are in their classrooms learning 	<ul style="list-style-type: none"> • Allow others to move freely in the corridor too 	<ul style="list-style-type: none"> • Put your belongings in your locker • Walk 	<ul style="list-style-type: none"> • Walk quietly to and from your learning space • Keep doorways clear

	<ul style="list-style-type: none"> Use the corridor when you have permission Offer your work for display 	<ul style="list-style-type: none"> Walk in a line when with your class Use a quiet voice so others can continue to work 	<ul style="list-style-type: none"> Open and close doors safely Keep the locker area free 	<ul style="list-style-type: none"> Open the door for others when needed Admire display with your eyes Use appropriate language
Assembly	<ul style="list-style-type: none"> Show 5 L's Active listening Participate in presentations 	<ul style="list-style-type: none"> Clap for others receiving awards Celebrate everyone's success 	<ul style="list-style-type: none"> Stay in the one space Follow staffs' instructions Keep hands and feet to yourself 	<ul style="list-style-type: none"> Come on time and stay for the whole time Take your hat off Face the front Stand for National Anthem with hands by your side Use appropriate language
Out and about	<ul style="list-style-type: none"> Actively listen Participate in all activities Ask questions Show positive body language and attitude 	<ul style="list-style-type: none"> Wait your turn and share Work with any/all students Look out for your peers 	<ul style="list-style-type: none"> Follow staff instructions Stay with your class or group Keep a staff member in line of sight Wear your hat and sunscreen 	<ul style="list-style-type: none"> Wear your school uniform Be mindful of others not in our group Use manners Leave the space clean Use appropriate language

STUDENTS WITH DISABILITIES

The Department of Education and Training and WWPS is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. WWPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

KOORIE EDUCATION

WWPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via access the KESOs through the local network office.
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

TEACHING PRACTICE REVIEW

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.

The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

PROFESSIONAL DEVELOPMENT

In **education**, the term **professional development** may be used in reference to a wide variety of specialised training, formal **education**, or advanced **professional** learning intended to help administrators, **teachers**, and other educators improve their **professional** knowledge, competence, skill, and effectiveness.

At WWPS staff engage in professional development through the provision of;

- Team teaching model
- Instructional Leader support – planning and teaching
- Principal
- Professional Learning Communities
- Team meetings
- Allocated Planning Time
- Feedback – learning walks
- Student Centred Feedback
- Professional Reading
- Observations
- Learning walks

Each teacher at WWPS will engage in peer observations on an agreed focus area and receive feedback.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation, learning walks and one to one meetings to support staff to continually improve their method and practice of teaching.

STUDENT LEARNING OUTCOMES


The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used. Data plays a key part in the ongoing school improvement process.

WHOLE SCHOOL TARGETS

Whole school Goals and Targets

- **Each student will achieve a minimum of 12 months growth in Literacy and Numeracy.**
- Mastery of Initial Code by the end of Foundation – Based on administration of the SW Initial Code Diagnostic Assessment.
- Mastery of Extended Code by the end of Year 2 - Based on administration of the SW Extended Code Diagnostic Assessment.
- Fluently read RR Instructional level 3 / F&P Level B by the end of Semester 1 - Foundation
- Fluently read RR Instructional level 5 / F&P Level D by the end of Foundation

- Fluently read RR Instructional level 13/ F&P Level H by the end of Semester 1 – Year 1
- Fluently read RR Instructional level 17/ F&P Level J by the end of Year 1
- Fluently read RR Instructional level 21/ F&P Level L by the end of Semester 1 – Year 2
- Fluently read RR Instructional level 22/F&P Level M by the end of Year 2
- Fluently read RR Instructional level 24/F&P Level O by the end of Semester 1 – Year 3
- Fluently read RR Instructional level 25/F&P Level P by the end of Year 3

		<h2 style="text-align: center;">Fountas & Pinnell, PM Benchmark and Victorian Curriculum Alignment</h2>																									
Fountas & Pinnell Levels	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
PM Levels	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21	22	23	24	25	26	27	28	29	30	30+					
Colours																											
Year Level	Prep		One					Two			Three			Four		Five		Six		Seven							
Vic Curric Levels	0.5		F		F.5			1.0		1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5							

DATA COLLECTION

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (e.g. NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmarks Assessment, Fountas and Pinnell Assessment, PAT Reading, Maths)

The School Leadership team/teaching staff will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

Staff will monitor student growth and progress through the implementation and review of the assessment schedule.

Assessment	Assessment purpose	Prep				Grade 1/2				Grade 3/4				Grade 5/6			
		Term				Term				Term				Term			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Fountas and Pinnell benchmarking (by Week 8)	Formative/summative		Yellow		Orange		Yellow		Orange		Yellow		Orange		Yellow		Orange
Running Records	Formative/Summative	Ongoing - Fortnightly				Ongoing - Fortnightly				Monthly (below level 20)				Monthly (below level 20)			
English Online Interview	Formative/Summative	Blue															
Sounds Write pre assessment	Formative	Blue				Blue				Blue				Blue			
Sounds Write Dictation	Formative	Blue	Pre and Post (2codes)			Pre and Post (2codes)				Pre and Post (2codes)				Pre and Post (2codes)			
Sounds Write Diagnostic Test-blending/segmenting/manipulating Letter/sound identification	Formative/Summative		Yellow		Orange		Yellow		Orange		Yellow		Orange		Yellow		Orange
Teacher Reading Conferences	Formative	Ongoing				Ongoing				Ongoing				Ongoing			
Mastery is required (in P-2) of reading and spelling Sight Vocabulary - Magic Words or Oxford Plus Wordlist before moving to next level.	Formative/Summative	Monthly				Blue		Green		Blue		Green					
Decodables - Reading	Formative/Summative	Blue															
PAT Reading – ACER (by Week 6)	Formative/Summative				Orange				Orange				Orange				Orange
Writing Cold Write – Holiday Recount (by week 2)	Formative	Blue				Blue				Blue				Blue			
Writing Cold Write – Narrative (by week 8)	Formative	Blue				Blue				Blue				Blue			
Cold write - Persuasive	Formative		Yellow				Yellow				Yellow				Yellow		
Cold Write - Narrative	Formative			Green			Green				Green				Green		
Cold write (school wide by week 8) – Recount	Summative				Orange				Orange				Orange				Orange
Naplan – directed by DEECD *Year 3 **Year 5	Formative/Summative										Yellow				Yellow		
Maths Assessment Interview (MAI)	Formative	Blue															
PAT Maths - ACER	Summative				Orange				Orange				Orange				Orange
Maths Pre and Post testing	Formative/Summative	Start and end of learning units				Start and end of learning units				Start and end of learning units				Start and end of learning units			
Mathematics Rich Assessment Task	Formative/Summative	End of each term				End of each term				End of each term				End of each term			
Reading - Triangulation of data. To determine VicCurric level for reporting	Summative		Yellow				Yellow				Yellow				Yellow		

Classroom non-negotiables in all learning areas throughout the year.

Setting goals	Anecdotal notes and Annotated work
<ul style="list-style-type: none"> To set realistic and achievable goals. To link goals, learning activities and assessment tasks. To assist students to become self-motivated to use their goals to monitor and progress their learning. 	<ul style="list-style-type: none"> To track/record growth of skills and strategies used. To highlight areas needing development

Data analysis

All teaching staff will implement the school’s assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level. The leadership team will work with teachers to promote data literacy, ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School’s Strategic Plan and Annual Implementation Plan. Data will also be used to determine student support options including those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

Data and Achievement Reporting

Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning and areas for future learning. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and SSG meetings will provide an opportunity for teachers to provide feedback regarding student achievement. They will also provide the opportunity for parents to contribute to learning plans and goals.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

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.

FRAMEWORK REVIEW CYCLE AND EVALUATION

This framework was last updated on [April 2021] and is scheduled for review in [April 2025]. This policy must be approved by [principal/school leader/school council] and the school council must be consulted.