

MONTPELLIER PRIMARY SCHOOL CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand this policy, please contact the Language Loop: Phone 03 9280 1955 for interpreters or call our school office on **(03) 5243 2521**.

PURPOSE

The purpose of this framework is to outline Montpellier 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 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 plans.

OVERVIEW

Montpellier 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.

Montpellier 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
- 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 Outcome](#)
 - [Languages Education](#)

Montpellier 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 Montpellier 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 student voice and agency 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 that enhance classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Montpellier Primary School implements its curriculum with class time structured into a weekly timetable, with 5 hours of learning per day, broken into 1 x 2 hour session and 2 x 90 minute sessions.

Students at Montpellier Primary School attend 5x45 minute Specialist classes per week which include Physical Education, Visual and Performing Arts, Indonesian and STEM.

Further information on how our school implements the curriculum, including the learning areas and capabilities provided at each year level of schooling is provided in our whole school and year level term overviews and weekly curriculum plans.

Language provision

Montpellier Primary School will deliver Indonesian as a Language, based on feeder school continuity and staffing skills and knowledge.

Pedagogy

Montpellier Primary School adopts a pedagogical approach in accordance with FISO 2.0, where Learning and Wellbeing drive the curriculum. Teacher practice demonstrates High Impact Teaching and Learning Strategies and the High Impact Wellbeing Strategies to support student learning. The school follows the School Strategic Plan to drive four yearly targets and goals, and the Annual Implementation Plans which outline specific Key Improvement Strategies and actions.

Assessment

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

Students at Montpellier Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use formative and summative assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Teachers at Montpellier 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 school assessment and reporting policy and year level overviews. The assessments may include, but are not limited to, tests, assignments, projects, 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 will make modifications to the task to cater for students with additional learning needs.

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- Montpellier Primary School will develop Individual Education Plans (IEPs) for students with a Disability and Impairment, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the ABLES 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 the moderation of assessment tasks involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Montpellier Primary School reports on both student achievement and progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Montpellier 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. An opportunity is available twice-yearly for 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.

- Montpellier 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](#).
- 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).

CURRICULUM TEACHING AND 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

Montpellier Primary School reviews the Annual Implementation Plan twice yearly and assesses the successes and barriers against the intended goals and targets. The Scope and Sequence of learning documents are reviewed annually by leadership, with adjustments made in accordance with assessment and reporting and teaching and learning requirements. Curriculum audits are undertaken semesterly by year level Instructional Leaders.

Review of teaching practice

Montpellier 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](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - [Whole School Overview 2023/2024](#)
 - [Mathematics Scope and Sequence documents](#)
 - [Literacy Scope and Sequence documents](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
Approved by	Principal
Communication and feedback	This policy is always accessible on the school website and feedback from the community can be directed to the school at any time for the School Council to consider.
Next scheduled review date	2025 (3-4 Year Cycle)

If changes from the Department of Education occur or if there is feedback from the community, this policy will be reviewed.