



HARVEST HOME
PRIMARY SCHOOL

Curriculum Framework

Policy



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Curriculum Framework Policy



Help for Non-English speakers

If you need help to understand the information in this policy please contact Harvest Home Primary School on 8468 9000 or email: harvest.home@education.vic.gov.au

PURPOSE

The purpose of this framework is to outline Harvest Home 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.

OVERVIEW

Harvest Home 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.

Harvest Home 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

Harvest Home Primary School aims to establish a high-performing school community that embraces innovation, inclusivity, collaboration, and respect. (School Mission). Our vision is At Harvest Home Primary School, the students are at the centre and purpose of all that we do. We prepare students to pursue their goals, interests, and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs focussed on rich environments and personalised learning for all students. Teachers and students will work collaboratively in Learning Communities, to create flexible teaching options to cater to the individual needs of all students. We commit to having a shared responsibility for the success, well-being, and safety of all students (School Vision).

IMPLEMENTATION

At Harvest Home Primary School lesson time is structured into a weekly timetable, with 300 minutes (5 hours) of learning per day, broken into 6x 50-minute sessions. The creation of Semester based timetables outlines the Learning Community instructional time, Specialist Schedule, and APT (Allocated Planning Time) that support school organisation.

Further information on how our school implements the curriculum, including the learning areas and the Capabilities is provided at each year of schooling through the provision of planning documentation for Learning Community lessons (Literacy, Numeracy, Challenge Based Learning (CBL), and Personal and Social Learning) and Specialists planner documentation). The Specialist program at Harvest Home Primary School consists of Physical Education, Visual Arts, Science, STEAM (Science, Technology, Engineering, Art & Mathematics), Mindfulness, and Spanish.

Language provision

Harvest Home Primary School delivers Spanish as a Language, based on a community survey which was conducted in 2018. Harvest Home Primary School worked closely with Edgars Creek Secondary College which also introduced Spanish. In this manner, students would be able to complete a full language pathway if attending ECSC as the only local government secondary school at that time.

Pedagogy

The pedagogical approach at Harvest Home Primary School is underpinned by the Harvest Home Primary School Instructional Models for both Literacy and Numeracy. The HHPS Literacy Workshop Model includes the components of Introduction, Mini Lesson, Work Time, Catch (optional), and Reflection. The HHPS Numeracy Instructional Model includes the completeness of Launch, Explore, and Discuss. In Specialist classes, the lessons are made up of a Warm Up, Learning Intention / Success Criteria, Introduction, Vocabulary Focus, Main Activity, Differentiation -Supports/Extension, and Reflection. Consistent expectations with regard to team planning also ensure that a guaranteed and viable curriculum (GVC) is implemented.

In addition to Instructional models, Harvest Home Primary School has consistent pedagogical practices in relation to maintaining a calm and orderly environment and re-direct student behaviours through the implementation of the schools' agreed School-Wide Positive Behaviour Framework (SWPBS) practices.

Assessment

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

Students at Harvest Home Primary School will have multiple and varied opportunities to demonstrate learning, achievement, and growth. Teachers use assessment tools to ensure that evidence of learning and growth is tracked and monitored for every student. The school's assessment practices, and feedback inform teaching and learning. These actions include:

- Teachers using authentic, fit-for-purpose assessments to reflect the teaching and learning program and objectives
- Teachers using assessment data to diagnose student learning needs and plan for learning
- Teachers providing regular feedback to students on their progress against learning goals and curriculum achievement standards
- Teachers analysing student achievement data to improve student performance and teacher practice.

Teachers at Harvest Home 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 an area of focus), alongside student self-assessment and reflection (where suitable) with regards to learning goals and achievements.

- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and families informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement and learning growth. The agreed assessment processes and tasks are documented in the Harvest Home Assessment Schedule, which is supported by the Harvest Home Primary School Assessment and Reporting Guidelines.
- Assessments are undertaken to support students to show their knowledge, skills, and understandings and will include clear instructions, and relevant supporting resources and allow sufficient time for completion. Teachers will make modifications to the task to cater to students with additional learning needs as suitable/necessary.
- Harvest Home 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, families, and where appropriate, with outside agencies.
- Teachers will assess the achievements and learning growth 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 moderation of assessment tasks involving assessment work samples so that staff can apply consistent judgments of student progress against Victorian Curriculum Standards across the school.

Reporting

Harvest Home Primary School reports student progress to families in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Harvest Home Primary School ensures that there is continuous sharing of assessment information formally and informally with families throughout the year through the provision of meetings with families (upon request), Parent-Teacher interviews (which enable the opportunity to discuss the student's progress and how they can continue to be supported at home, with interpreting services made available), and Progressive (continuous) Reports. Harvest Home Primary School also provides twice-annual Academic Reports;

At Harvest Home Primary School implements the [Reporting Student Achievement and Progress Foundation to 10](#) policy, through the use of the 'Semester Reports' feature of the Compass School Management System (online platform) Families are able to view and download both Progressive and Academic Reports.

Harvest Home 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](#).

- The report will be in a written format easy for parents/carers to understand.
- Both student achievement and growth 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).
- Opportunities are provided for families and students to discuss the school report with teachers and/or school leaders as required/requested.

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 evaluate the impact of introduced initiatives.

Review of School Curriculum

The school curriculum is continuously reviewed to ensure that it meets the needs of the diverse range of learners and learning styles at Harvest Home Primary School. This process is overseen by the Harvest Home Primary School Curriculum team, along with PLC leaders. Whole school curriculum documentation and associated resources are also updated on an annual basis to support the student needs.

Review of Teaching Practice

Harvest Home Primary School reviews teaching practice via:

- The roles of Educational Leaders and Learning Specialists who offer support and reflection through modelling, coaching, and mentoring in relation to planning, pedagogy instructional models, data, and evidence.
- 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 plan and evaluate the effect of instructional models and teaching strategies within Learning Communities.
- Professional Learning Communities' inquiry cycles focus on particular areas of the curriculum and/or teaching practice. The inquiry cycle provides a formalised research-based approach in which the cycle's pre/post-test data and teacher practice are analysed, and;
- Performance Development cycle and processes, which provide an opportunity to deliver 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](#)

This Curriculum Framework should be read alongside our whole school:

- Digital Learning Policy
- Homework/Home Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- School Values & Philosophy Policy

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Referenced in the staff induction process
- Discussed at staff briefings/meetings, as required
- Discussed at parent information nights/sessions, as required
- Included as annual reference in school newsletter, as required
- Made available in hard copy from a Principal class member, upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	August, 2023
Approved by	Andrew Bouzikas (Principal)
Next scheduled review date	August, 2026