Teaching, Assessment and Reporting Framework

Help for non-English speakers

If you need help to understand the information in this policy please contact the school office by phoning 03 9786 5197 or emailing Seaford.park.ps@education.vic.gov.au.

PURPOSE

The purpose of our Teaching, Assessment and Reporting Framework (TARF) is to

- Outline how each of the eight learning areas and four capabilities will be substantially addressed and how the curriculum will be organised and implemented
- Explain how and when the curriculum and teaching practice is reviewed
- Outline how the school delivers the curriculum
- Outline the approaches in place to assess and report student progress against the Victorian Curriculum

CURRICULUM FRAMEWORK

Our curriculum framework applies to all students and staff at Seaford Park Primary School.

As well as this written statement, the staff at Seaford Park Primary School collaborate to prepare:

- A whole school Teaching and Reporting Framework (TaRF) outlining the yearly map of when each of the eight learning areas and four capabilities are covered
- A whole school assessment schedule outlining the timeline of the main assessments administered
- Termly and weekly plans, including a weekly timetable, with specific information on the delivery of the Victorian Curriculum and the formative assessments used to monitor progress
- Weekly plans on the implementation of our PLC inquiry cycle, through our differentiated year-level curriculum and/or our daily English and Maths

Enhancement sessions, including information on the formative assessments used to monitor progress

- Semester reports on student progress that are distributed to parents/carers, advising them of student progress against the Victorian Curriculum and individual achievement against the content descriptions

The School Improvement Team is responsible for ensuring that the Victorian Curriculum is fully realised and explored from Prep to Year 6. Responsibilities are divided annually.

The Consultative Committee meets at least twice per term to discuss matters as defined by the Victorian Government Schools Agreement 2022, and include:

- Development of workforce plans
- Planning and organisation of the program of instruction in the school
- Organisation of teacher work including face-to-face teaching requirements and the arrangements for collaboration, peer observation including feedback and reflection, and coaching
- The planning and organisation of parent teacher report meetings
- Organisation of education support class work, including time in lieu and time to participate in the performance and development process
- Organisation of teacher work in their first twelve months of teaching
- The schedule of meetings occurring in addition to the seven hours attendance requirement
- Organisation of classes including class size
- The structure of selection and other panels for the purpose of making recommendations to the principal

VICTORIAN CURRICULUM

The Victorian Curriculum is presented as eight learning areas and four capabilities. The learning areas are '*a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning… Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world'* https://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities They include:

- The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design)
- English
- Health and Physical Education
- The Humanities (Civics and Citizenship, Economics and Business, Geography, History)
- Languages
- Mathematics
- Science
- Technologies (Design and Technologies, Digital Technologies)

The capabilities are a set of *'discrete knowledge and skills'* that are taught explicitly through the learning areas and include:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Seaford Park Primary School

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TEACHING AND LEARNING

The Framework for Improving Student Outcomes (FISO 2.0) includes *'Learning'* as one of the two '*Outcomes'* and *'Teaching and learning'* as one of the five *'Core elements'.*

- *Learning in the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.*
- *Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities.*
  https://www2.education.vic.gov.au/pal/fiso/policy

At Seaford Park Primary School, our vision for contemporary learning involves every member of the school community collaborating and learning together to achieve high-quality outcomes for all students within a culture of high expectations. Our learners are at the centre of our actions, decisions and interactions. We celebrate diversity and embrace the social nature of learning.

The staff of Seaford Park Primary School work as a professional learning community (PLC). All members of the PLC meet weekly to discuss whole-school data focussed on a particular area and the discussions then flow into weekly sub school meetings (Junior, Senior and Specialist). We follow an inquiry cycle that aims to build teacher capacity, leading to improved student outcomes.

Members of each sub school view the students as a collective community, the responsibility for which is shared by each teacher and integration aide within that PLC. The makeup of sub schools depends on the school structure each year but generally consists of:

- Junior: Prep – Year 2
- Senior: Year 3 – Year 6
- Specialist PLC

ENGLISH

LEARNING IN ENGLISH

The English Curriculum at Seaford Park Primary School aims to ensure that our students talk about, listen to, view, read, write, create, and reflect on increasingly complex spoken, written, and multimodal texts across a growing range of contexts with accuracy, fluency, and purpose. Through common schoolwide approaches and teaching practices, our students use the English language to evoke feelings, to convey information, to form ideas, to facilitate interaction with others, to entertain, to persuade, and to argue. We endeavour to achieve a strong reciprocity between the modes of Reading and Viewing, Writing, and Speaking and Listening to enable our students to develop their knowledge, understanding and skills across the Victorian Curriculum strands of Language, Literature and Literacy.

LEARNING ABOUT AND USING LANGUAGE

In the Language strand, our students develop their knowledge of the English language and how it works through the sub-strands of Text Structure and Organisation, Expressing and Developing Ideas, and Phonics and Word Knowledge.

- **Seven Steps** is our whole school approach to Writing based on best practice pedagogy to support the learning outcomes in the sub-strand of *Text Structure and Organisation*. Our teachers engage in cycles of growth through termly moderation tasks using our school-based rubrics to improve student outcomes.
- **Scaffolding Language** is our approach to support the sub-strand of *Expressing and Developing Ideas* through the development of a metalanguage to discuss language conventions and their use. Text exemplars, both fiction and non-fiction, are used to build a shared understanding of how texts work to convey the author's meaning. In addition, our Year 6 Library Leaders nurture bringing words to life through our daily whole school community loud-speaker announcements.
- **MSL** (Multisensory Structured Language) is our evidence-based approach that firmly supports scientific research in the sub-strand of *Phonics and Word Knowledge*. Our teachers are skilled in providing instruction that is direct and

explicit, structured, and systematic with a multisensory component involving the simultaneous use of visual, auditory, and kinaesthetic-tactile pathways to enhance memory and learning of written language. Students from Foundation to Year 6 receive daily MSL practice in our designated English Enhancement sessions, during which time, their writing hands, eyes, ears, and voices are working together for conscious organisation and retention of their learning. Across the school, we ensure Phonology, Orthography, Morphology and Etymology are the structural threads in the tapestry of words. In addition, **Nessy** is used as an online interactive and individualised learning system to further support our work in MSL at the Junior level and for students requiring differentiated intervention.

THE PLACE OF LITERATURE

The Literature strand engages our students in the study of literary texts through the sub-strands of Examining Literature, Literature and Context, and Responding to Literature.

- **CBCA** (Children's Book Council of Australia) nominated and shortlisted books have a schoolwide focus in the Library throughout Semester One. They become text exemplars for the sub-strands of *Examining Literature* and *Responding to Literature*, as well as opportunities for the sub-strand of *Creating Literature*. During Semester Two, Book Week escalates in celebrations with a live performance incursion, Seaford Park judging of the best book in the specified categories and culminates in our annual celebratory Book Week character dress-up parade.
- **Scaffolding Literature** is our approach to support the sub-strands of *Examining Literature* and *Responding to Literature*. Text exemplars are used to build a shared understanding of the author's meaning. Building a meaning base ensures deeper analysis by our students in their responses to the text.

LITERACY IN ENGLISH

The Literacy strand aims to develop our students' ability to interpret and create texts with accuracy, confidence, fluency, and efficacy though the sub-strands of Texts in Context, and Interpreting, Analysing, Evaluating, as well as in Creating Texts.

- **Daily 5** (Read-to-Self, Read-to-Teacher, Listen-to-Reading, Word Work, Work-on-Writing) provides the framework for the instructional routines with our students in Foundation to Year 4 through focused teaching and practice. It supports students to build stamina and develop the skills towards their individual student learning goals for the sub-strands of *Texts in Context*, and *Interpreting, Analysing, Evaluating.*
- **KEY Comprehension Series,** which is the companion to the individualised PROBE assessment for fiction and non-fiction texts, is also used as a menu to help our students in Years 3 to 6 unlock text through explicit teaching of the specific comprehension skills of reorganisation, inference, and evaluation. It supports the sub-strands of *Texts in Context*, and *Interpreting, Analysing, Evaluating.*
- **Literature Circles** provide the framework for our Year 5 and 6 students, supporting the sub-strands of *Texts in Context*, and *Interpreting, Analysing, Evaluating.* In Literature Circles, the students are involved in the selection of the text to be studied. The focus is on a sustained conversation around a text they have all read and higher-level thinking skills such as author's intent, writing style and characterisation.
- **Seven Steps** is our whole school approach to writing based on best practice pedagogy to support the learning outcomes in the sub-strand of *Creating Texts*. Our teaching practices include *Interactive Writing (*at Foundation level), *Modelled Writing*, *Shared Writing*, *Guide/Co- Writing,* and *Independent Writing*.
- **Writers in Residence** initiative sponsored by Ardoch (Children's Education Charity) for our Year 5 and 6 students aims to enhance their literacy and language skills, build confidence in their own voice, as well as enhance their aspirations for creativity, story-telling and writing. A published author is

engaged to deliver weekly workshops over four weeks to help our students identify story ideas, build characters, pen their stories, edit, create illustrations, and publish an anthology.

- **Literacy Buddies** initiative sponsored by Ardoch (Children's Education Charity) matches our Year 5 and 6 students (Little Buddies) with workplace volunteers who are successful role models from a range of careers (Big Buddies) to improve literacy, inspire learning and practise their writing and composition skills through the exchange of letters throughout the year.

MATHEMATICS

Seaford Park Primary School takes an evidence-based approach to teaching Mathematics. Teachers engage in professional reading informed by Di Siemon's work on the *Big Ideas in Number*. Our learning is refined in our daily 20-minute Maths Enhancement sessions and best practice organically filters into our regular curriculum.

Our research has enabled us to develop progressions of essential skills and knowledge required to develop an understanding of number and an emphasis is placed on formative assessment to help inform a trajectory of learning that meets individual student needs.

Assessment and data analysis is a fundamental component to the success of our Maths program. Interview-based assessment such as *The Maths Online Interview* and the *Assessment for Common Misunderstandings* inform the direction of our PLC focus. PAT Maths Adaptive is used to measure growth across the whole school.

Two of our teachers have engaged in professional learning exploring key concepts and pedagogies in mathematics learning through the *Primary Maths and Science Specialist initiative (PMSS)*. This, combined with the work of our PLCs, has created a culture of high expectations. *Problem solving* skills are scaffolded during Mathematics lessons, differentiated through challenging structured low-floor, high-ceiling tasks that provide students with multiple entry

levels. Demonstrating *mathematical reasoning* is an expectation during every lesson. Hands on materials are used across all year levels to represent and develop an understanding of number concepts. We develop *understanding* through relationships, and *fluency* through experience.

We are developing a bank of incursions to roll out annually that engage students and the community in problem solving tasks and real-world applications for Maths understanding.

INTEGRATED UNITS OF STUDY

The Humanities, Science and Technology Learning Areas are taught via an integrated approach and structured in a two-year cycle that is recorded and tracked in the Teaching and Reporting Framework. Teachers make connections between Learning Areas to enable students to build a deeper understanding of their world. The Humanities, Science and Technology are taught as a sequence of lessons and used to provide context, as an engagement tool or to provide opportunities to apply knowledge and skills in other curriculum areas such as English and Mathematics. Teachers plan termly units of study based on Victorian Curriculum standards while using elements such as student questions and areas of interest, class novels, available community resources and local and global events to provide context and relevance for student learning. Our partnership with Ardoch enables children to take part in free incursions and excursions at a discounted cost. Ardoch's assistance provides students with valuable opportunities to engage and apply their learning as part of our integrated units of work.

Teachers scaffold children's skill development in discrete discipline areas and explicitly teach students how to formulate questions for investigation, critically evaluate sources, gather, and organise information, evaluate their work and use evidence to support their contentions.

The Capabilities are grounded in our school values – *Learning at the Centre*, *Social Nature of Learning* and *Diversity*. Concepts and skills related to the four Capabilities

are explicitly taught in all areas of the curriculum. Adults in the learning environment model and discuss inclusive attitudes and behaviours. Students are supported to articulate their thinking and work collaboratively to solve problems and make meaning.

WELLBEING & ENGAGEMENT

Our approach to Wellbeing and Engagement maximises the health, safety, personal and social growth of all students. Our programs sit within the Schoolwide Positive Behaviour Supports (SWPBS) framework and encompass the Resilience Rights and Respectful Relationships (RRRR) curriculum as well as other initiatives that provide opportunities for our students to build independence, nurture relationships, and increase their self-esteem in a safe and supportive environment.

Schoolwide Positive Behaviour Support (SWPBS) is a whole school, proactive approach to promoting desired student behaviours. Students are actively involved in developing our school and class expectations which gives them voice and agency. We explicitly teach students how to meet the behaviour expectations providing them with the skills necessary to succeed. In addition to students' intrinsic motivation to do well, their success is reinforced verbally, with our token reward system, notes home and celebrations at our school assemblies.

Resilience, Rights and Respectful Relationships (RRRR) is the core focus of our two-year Wellbeing and Engagement scope and sequence. RRRR is a statewide initiative to support, promote and model respect and equality. It fosters an understanding of students' rights and responsibilities as individuals, as well as an appreciation of diversity and inclusion. Learning sequences from Zones of Regulation, the Daniel Morcombe Curriculum, and Catching on Early supplement the RRRR curriculum by providing students with additional learning about their bodies, emotions, puberty, and how to protect and advocate for themselves in unsafe situations.

Student engagement is enriched through a range of initiatives including lunchtime clubs and Shake and Wake. Our Lunchtime Clubs, facilitated by students, integration staff and teachers, offer students the chance to participate in Mindfulness, Art and

Craft, Choir, STEM, Chess, Gardening, Dance and Band, enhancing their school experience. On Wednesday mornings before school, Shake and Wake brings the school community together with lively dance sessions led by student leaders.
For our senior school students in Years 5 and 6, we offer the opportunity for leadership development. Our student leaders play a pivotal role in our school community, carrying out responsibilities particular to their roles and receiving ongoing support to nurture their leadership skills. The senior student leaders serve as representatives for students across all year levels, ensuring that every voice is heard and valued within our school.

SPECIALISTS

VISUAL ARTS

The Visual Arts program at Seaford Park Primary School provides students with opportunities to build confidence in their creative expression. Students from Prep to Year 6 attend one 50-minute lesson of Visual Arts each week. They are encouraged to make safe choices when experimenting with materials, tools and equipment. Students work in an encouraging environment where they develop their creativity and imagination as well as refining their practical and fine motor skills. They develop skills and techniques across a variety of mediums such as drawing, painting, collage, sculpture, construction, printmaking and textiles. Students learn to communicate through their art, respond to the artworks of others and gain appreciation from well-known artists. Student artwork is often displayed around the school. Our annual Art Show is an opportunity for students to showcase their talents and bring the whole community together.

PERFORMING ARTS

The Performing Arts curriculum at Seaford Park Primary School incorporates the learning areas of Music, Dance and Drama. Students from Prep to Year 6 attend one 50-minute lesson of Performing Arts each week. Students explore, respond to, and create a range of Music, Dance and Drama activities with a focus on building their

confidence and skills across all Performing Arts areas. Our program is strengthened through our links with the Australian Children's Music Foundation (ACMF) who provide music tutors to work in class with our students during lessons one day per week. We are grateful for the ongoing support of the ACMF. In addition to Performing Arts, students from Years 3 to 6 can participate in Choir on Wednesday at lunchtime. The choir perform at assemblies and special events throughout the year. Selected students who express an interest in playing an instrument are offered the opportunity to participate in the school rock band 'The Sparks' on Thursdays during lunchtime. Students across all levels take part in our annual 'Carols By Daylight' concert at the end of each year.

AUSLAN

Our Languages Other Than English (LOTE) is Auslan.

Auslan is a visual-spatial language with its own grammar and vocabulary using sign, fingerspelling, non-manual gestures, and facial expression to communicate.

Students from Foundation through to Year 6 attend 50 minutes of Auslan instruction each week. In addition, there is an Auslan Club for Grade 3-6 each Tuesday, to provide conversation practice and extension for students.

The Auslan program teaches students how to communicate using sign language through the use of games, songs, digital technology and books. Beginning in the junior years, the children learn basic signs such as numbers, colours, animals and fingerspelling letters. In the middle and senior years, students are learning and working towards signing more complicated stories and ideas.

Seaford Park Primary School recognises that Auslan is the language of the Australian Deaf Community and that inclusivity through language can break all communication barriers.

PHYISCAL EDUCATION

In Physical Education, our focus is to encourage students to be safe, healthy and physically active by participating in activities that scaffold students' understanding of movement, refine their movement skills and develop movement concepts and strategies. Students learn the importance of making healthy and safe choices, and of communicating and interacting with others.

All students from Prep to Year 6 attend 100 minutes of Physical Education lessons each week. In addition, Sport (combined with Play is the Way) is included in our Fascination Friday Rotations and every student is welcome to join our weekly sports lunchtime club. We run annual sports days, and swimming lessons are held in Term 4 every year. The students in the senior years can participate in District Track and Field events, Interschool Sports and Lightning Premiership.

Seaford Park Primary School are grateful for the support we receive from Sporting Schools. The grants we receive are used to cover the costs of running coaching programs and the purchasing of equipment and resources to ensure our students are exposed to the highest-level physical education experiences.

ASSESSMENT AND REPORTING

Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement.

https://www2.education.vic.gov.au/pal/fiso/policy

Summative assessments are outlined in the school's Assessment Schedule while formative assessments are agreed upon on a weekly basis and documented in the weekly plans prepared collaboratively by teachers. These assessments are then used to inform teaching and advise teacher judgements, which are presented to parents through semester reports. Semester reports are prepared by teachers towards the end of Semester 1 and Semester 2 and released to parents in the second last week of Term 2 and Term 4. Both student achievement and progress are included in the reports, including:

- A teacher judgement against the Victorian Curriculum
- An indication of progress since the curriculum area was last reported on
- A five-point scale indicating the student's achievement against each content descriptor addressed

In some cases, an alternative report is prepared for students with an individual education plan (IEP), in consultation with their parents/carers.

As well as introductory meetings at the beginning of each year, parents are given an opportunity to meet with teachers to discuss their child's progress at the beginning of Term 3 each year. Following the publication of Semester 2 reports, parents are provided with an opportunity to meet with their child's teacher, should they have any questions or concerns.

Parents are also invited to contact their child's teacher outside of the regular reporting cycles, via Compass, email or by phoning the school office, to discuss their child's progress.

ADJUSTMENTS

Assessment data is considered alongside information provided by allied health and other professionals when planning for adjustments to the approaches, curriculum and supports in place for individual students. Termly student support group (SSG) meeting are organised for students

- who are in receipt of funding through the Program for Students with Disabilities (PSD)
- who are in receipt of funding through a Tier 3 Disability Inclusion Profile
- who are in out-of-home care (OoHC)
- who identify as Aboriginal and/or Torres Strait Islander
- with diverse learning needs, as required
- who are at risk of attendance or behaviour related issues, as deemed by the school.

Following each SSG meeting, an IEP is drawn up by the classroom teacher, that includes goals and support strategies designed to maximise progress.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Reminders in our school newsletter
- Hard copy available from school administration upon request

MORE INFORMATION AND RESOURCES

- The Department's Curriculum Policy (Foundation to Year 10)
- The Department's Framework for Improvement Student Outcomes Policy
- The Department's Professional Learning Communities Page
- The Department's Reporting Student Achievement and Progress Policy
- The Victorian Curriculum
- The Department's Student Support Group Policy
- Seaford Park Primary School's Digital Learning Policy
- Seaford Park Primary School's Homework Policy
- Seaford Park Primary School's Inclusion and Diversity Policy
- Seaford Park Primary School's Vision for Learning Statement

POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 4, 2023
Consultation	Parent Community School Improvement Team School Council
Approved by	Principal
Next scheduled review date	Term 4, 2026

Seaford Park Primary School

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