

## CURRICULUM FRAMEWORK POLICY

### RATIONALE

#### OVERVIEW

Curriculum covers all arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our Philosophy is to ensure that at Epsom Primary School, our students learn in a supportive and caring environment. We are committed to developing the whole child that includes their academic, social, physical and emotional learning. We provide opportunities for our students and staff that motivate individuals to succeed, through our partnerships with students and parents and alongside excellence in teaching and learning.

We have high expectations for all students academically, socially and culturally through our STAR values: Strive for Excellence, Take Pride, Act Responsibly and Respect our Community.

To achieve this, Epsom Primary School provides an explicit comprehensive and sequenced curriculum focussing on Literacy and Numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Technologies and Health. Our specialist teachers provide an in-depth engaging instruction in Physical Education, Visual Arts, Auslan and a performing arts program that covers Dance, Drama and Music.

Interdisciplinary, personal and social capabilities are addressed within these curriculum areas and supported by a range of camps, excursions, incursions and interschool initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in various leadership opportunities.

Our teachers collaborate in year level professional learning teams to cooperatively plan, implement and assess a robust learning program that is aligned and assessed biannually against the Victorian Curriculum. Teachers evaluate, prioritise, plan, implement and monitor student learning and teacher practice through structured, rigorous and regular Professional Learning Communities.

The learning program is supported through the Tutoring Learning Initiative and Reading Intervention, to ensure that all students' individual learning needs are met. The placement of Education Support Staff and Trainees are based on individual learning needs aligned with the Individual Learning Plans.

The school structure includes a Principal and an Assistant Principal, who implement the FISO 2.0 model to support the Strategic Plan, Annual Implementation Plans and School Improvement Teams to focus on school improvement priorities outlined within the School.

To ensure the implementation of a low variance curriculum and implementation of the school priorities along with Professional Learning Communities, curriculum, wellbeing, assessment and reporting that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

## CURRICULUM GUIDELINES

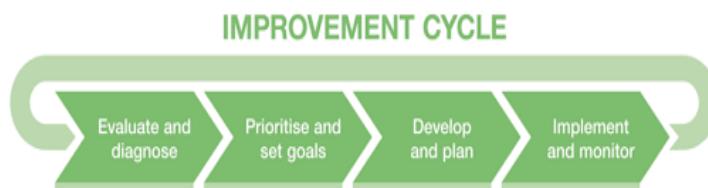
- Our school will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan. Reasonable adjustments will be made for students with disabilities in both the planning and assessment of their learning. The school is committed to providing culturally appropriate and inclusive programs to Koorie students through supporting the development of high expectations and individualised learning plans. Creating an environment that respects, recognises and celebrates cultural identity through our practices and curriculum is highly valued.
- Supporting students with the transition into school, from Kinder's, through Primary School and on to Secondary Education will be a focus within our school.
- Scope and sequence and team planning documents will be aligned with the Victorian Curriculum F-10, which specifies the skills children and young people need for success in work and life.
- Teaching and learning programs will be resourced through the Student Resource Package
- Curriculum areas include:

LEARNING AREAS	CAPABILITIES
THE ARTS <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication</li> <li>• Design</li> </ul>	Critical and Creative Thinking  Ethical  Intercultural  Personal and Social
ENGLISH	
HEALTH AND PHYSICAL EDUCATION	
THE HUMANITIES <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul>	
LANGUAGES	
MATHEMATICS	
SCIENCE	
TECHNOLOGIES <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	

## PROGRAM OVERVIEW

### Program Development

- Epsom Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness, indigenous background 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.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- In developing its Curriculum Plan, the school will provide 25 hours of student instruction per week.
- The school will implement the Framework for Improving Student Outcomes (FISO 2.0) which provides a model for continuous school improvement and uses the following four critical phases:



### Program Implementation

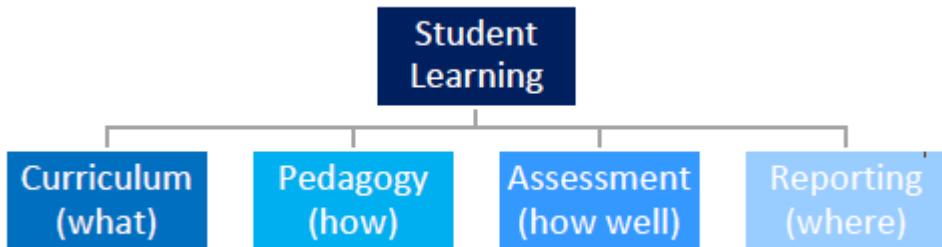
- The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation and consistent templates aligned with our Literacy and Numeracy instructional models.
- 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 Digital Learning Policy.
- The curriculum will be implemented in accordance with the school's Time Allocation per Learning Area outline (Appendix A).

### Curriculum and Teaching Practice Review

- The school's curriculum is audited and reviewed regularly to ensure. Curriculum audits and review inform future curriculum planning and implementation, through the use of the Victorian Curriculum. 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.
- Professional learning teams have allocated time termly to collaborate on termly and yearly curriculum planners. They meet fortnightly through PLC to track level data and identify potential curriculum areas that require focus. Data analysed included formative and summative assessment
- 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.
- The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching. The implementation of Professional Learning Communities will support teachers to utilise student learning data to reflect upon and improve their teaching practice.

## STUDENT LEARNING OUTCOMES STATEMENT

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.



**Curriculum** defines what it is that students should learn, and the associated progression or continuum of learning. Echuca East Primary School follows the Victorian Curriculum F-10, including Levels A,B,C,D towards Foundation for individual students.

**Pedagogy** describes how students will be taught and supported to learn

**Assessment** identifies *how well* a student has (or has not) learnt specified content. Teachers follow the Echuca East Primary School's Assessment Schedule which is reviewed annually.

**Reporting** explains to the students and parents where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to achievement standards).

The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.

### Data Collection:

- The school uses continuously monitor student outcomes using a variety of assessment strategies and tools that include: NAPLAN, English Online Interview, Mathematics Online Interview, Essential Assessments, Progressive Achievement Tests for Reading and Numeracy, Dibels, Year 1 Phonics Check.
- Strategic teams will review the whole school assessment schedules annually to ensure the fidelity of testing and use of data to inform teacher practice.
- Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

## **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 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 Plans.
- The School Leadership Team will work with teachers (at an individual, team or whole school level) 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 School Leadership Team, in consultation with School Improvement Teams, will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.
- Professional Learning Communities (PLCs) will track cohort and individual data to also identify teaching and learning areas that require further focus.
- Data will be used to determine student support options for those at risk, including Disability Inclusion, which may involve developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.
- Data will be used to identify students at risk of falling behind academically to provide intervention for those.
- Data will also be used to identify students working above the expected level and to determine school actions or programs, such as TLI that could challenge, extend and meet student needs.

## **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.

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 student work samples or learning tasks will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.

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. A community meeting is held each year for the purpose of sharing the School Annual report to interested parties.

## **EVALUATION**

This policy will be reviewed every two years to ensure that school practices reflect current curriculum guidelines and evidence based pedagogy and assessment practices.

\* As the Principal is responsible for the development of Teaching and Learning Programs, approval of this policy by School Council is not required. (Refer to School Governance Modules)

## Appendix A: Time Allocations per Learning Area

The curriculum is based on the **Victorian Curriculum (Foundation to Year 10)**. The timetable is structured on a weekly basis. The current school timetable is structured into 5 x 60 minute sessions each day. The breakdown of the weekly cycle is as follows:

YEARS F-2			
Prep		Years 1-2	
Domain	Minimum minutes per week	Domain	Minimum minutes per week
English		English	
Mathematics		Mathematics	
Integrated Studies Including:		Integrated Studies Including:	
Science		Science	
<i>The Humanities</i>		<i>The Humanities</i>	
Technologies		Technologies	
Languages (Auslan)		Languages (Auslan)	
Health: includes RRRR & Physical Education		Health: includes RRRR & Physical Education	
The Arts		The Arts	
<b>Additional school programs that operate within this Structure</b>			
Weekly Assembly Library Buddies Fit for Life / Healthy Minds & Healthy Bodies Cyber safety Swimming Program / Swimming Carnival Junior Athletics Incursions / excursions		Weekly Assembly Library Fit for Life / Healthy Minds & Healthy Bodies Cyber safety Swimming Program / Swimming Carnival Junior Athletics Incursions / excursions Sleepover at school	

## Appendix A: Time Allocations per Learning Area

<p>The curriculum is based on the <b>Victorian Curriculum (Foundation to Year 10)</b>. The timetable is structured on a weekly basis. The current school timetable is structured into 5 x 60 minute sessions each day. The breakdown of the weekly cycle is as follows:</p>			
<b>YEARS 3-6</b>			
<b>Years 3-4</b>		<b>Years 5-6</b>	
Domain	Minimum minutes per week	Domain	Minimum minutes per week
English		English	
Mathematics		Mathematics	
Integrated Studies Including:		Integrated Studies Including:	
Science		Science	
<i>The Humanities</i>		<i>The Humanities</i>	
Technologies		Technologies	
Languages (Auslan)		Languages (Auslan)	
Health: includes RRRR & Physical Education		Health: includes RRRR & Physical Education	
The Arts		The Arts	
<b>Additional school programs that operate within this Structure</b>			
Weekly Assembly Library Buddies Fit for Life / Healthy Minds & Healthy Bodies Cyber safety Swimming Program / Swimming Carnival Junior Athletics Incursions / excursions Camp EBT - Pushcarts	Weekly Assembly Library Buddies Fit for Life / Healthy Minds & Healthy Bodies Cyber safety Swimming Program / Swimming Carnival Junior Athletics Incursions / excursions Camp EBT - HPV Buddies Transition program Puberty Program		

## Appendix B: Assessment Schedules

Epsom Primary School ~2022 ASSESSMENT SCHEDULE SUMMARY ~ Numeracy

Assessment		Purpose	Foundation				One				Two				Three				Four				Five				Six			
T 1	T 2		T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4		
<b>Summative Numeracy Victorian Curriculum</b>	Essential Assessment General All test (Number & Algebra)	Data Wall Assessment (Whole school) Tracking student growth	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2		
	Essential Assessment – Pre/Post Testing <a href="#">https://tinyurl.com/2yqzv6wq</a>	Start/End of unit assessment Tracking student progress.																												
	Maths Online interview (MOI)	Setting mathematical goals / Tracking student data	Week 2																											
	Mathematics Moderation (Open rich assessment tasks)	Develop consistency with teacher judgements Produce work sample																												
	NAPLAN	ACARA nationwide testing																												
<b>Formative Numeracy</b>	Formative Assessment Book (FAB) Individual student assessment for Reading, Writing, Speaking & Listening	• Anecdotal notes • Conferencing • Goal Setting • Moderation work sample • Checklist	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2		
<b>DET requirement</b>	 Evidence  Evidence  Evidence <p>Reports to parents/carers based on achievement standards from Victorian Curriculum Term 2 and Term 4</p>																													

Epsom Primary School ~2022 ASSESSMENT SCHEDULE SUMMARY ~ Literacy

Assessment		Purpose	Foundation				One				Two				Three				Four				Five				Six			
T 1	T 2		T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4		
<b>Summative READING Victorian Curriculum</b>	Essential Assessment General Test	Data wall assessment Tracking student growth	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2			
	English Online Interview	Assessing English skills	Week 2																											
	BAS (Benchmark Assessment System) - Running Records optional only	Monitoring & Identifying students at risk	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1	by Wk 1				
	Acadience (DIBELS)	To check phonics knowledge																												
	Year 1 Phonics Check																													
<b>Summative WRITING Victorian Curriculum</b>	Writing Moderation	Setting learning goals/Reports	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2			
	NAPLAN	ACARA Nationwide testing																												
	Essential Assessment Writing - General All	Monitoring progress of writing skills	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2			
<b>Formative Literacy</b>	Formative Assessment Book (FAB) Individual student assessment for Reading, Writing, Speaking & Listening	• Anecdotal notes • Conferencing/ Running Records • Goal Setting • Checklist	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2			
<b>DET requirement</b>	 Evidence  Evidence  Evidence <p>Reports to parents/carers based on achievement standards from Victorian Curriculum Term 2 and Term 4</p>																													