



# CURRICULUM FRAMEWORK

## PURPOSE

The purpose of this framework is to outline Gardenvale 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

## OVERVIEW

Gardenvale 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.

Gardenvale 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, including:
  - [Physical and Sport Education — Delivery Outcomes](#)
  - [Languages Education](#)
  - [Strengthened approach to Holocaust education](#).

Gardenvale 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.

Our broad curriculum is planned and taught sequentially and allows students to have some ownership 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, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.



## MOTTO

Gardenvale Primary School's motto is 'Onward and Upward'.

## VISION

Gardenvale Primary School's vision is to 'Challenge, Engage, Inspire'.

## MISSION

Gardenvale Primary School's mission statement is:

Gardenvale Primary School is a vibrant school community, providing a rich and dynamic learning environment where lifelong learning is fostered.

Our values are integral in supporting learners to become curious and critical thinkers who contribute actively and responsibly as global citizens.

## OBJECTIVE

Gardenvale Primary School's objective is to educate all students to achieve their full potential.

## VALUES

Gardenvale Primary School's values are:

### **HONESTY**

Being truthful to yourself and others

### **EMPATHY**

A sincere attempt to understand someone else's feelings

### **RESPECT**

Treat everyone as you would like to be treated

### **RESILIENCE**

The ability to bounce back

### **RESPONSIBILITY**

Taking appropriate action when required

### **Be**

### **Yourself**



## IMPLEMENTATION

Gardenvale Primary School implements its curriculum:

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake all Science and Humanities disciplines through the schools Inquiry Units (history, geography, citizens and citizenship, economics and business)
- All students undertake Performing and Visual Arts
- All students undertake all technology disciplines (design and technologies, digital technologies) within the classroom program and the schools Inquiry Units.
- All students undertake Japanese language studies
- The school offers a number of different initiatives to support students working below and above expected levels.



At Gardenvale Primary School, class time is structured into a weekly timetable, with 300 minutes of learning per day, broken into 6 X 50 minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	550
Mathematics	200
Sciences/Humanities (Inquiry)	200
The arts	100
Health and physical education	100
Languages	50
Information and communication technology, and design and technology	50
Wellbeing	100
Total	1350

### Language provision

Gardenvale Primary School will deliver Japanese as a Language, based on the demand of local secondary schools and a previously conducted parent survey. A Hebrew immersion program is offered before school.

### Pedagogy

The pedagogical approach at Gardenvale Primary School is to provide a differentiated curriculum that recognises and responds to diverse student needs, addressing the specific requirements of all students. Professional Learning Communities (PLC), ensure the scope and sequence of each learning area of the curriculum is developed and implemented across their year level. The Scaffolded Inquiry Cycle is driven by data to plan and deliver differentiated programs. A school wide Peer Observation focusing on HITS and best practice, ensures consistency across the school.

Gardenvale Primary School has developed an Instructional Model that uses consistent language and is explicitly used across the whole school. Teachers assess, instruct, and monitor student progress. They construct fluid groups that provide explicit instruction, ensuring that all students reach their potential.

### Assessment

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

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

- Teachers at Gardenvale 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 use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in each year level's folder in the Google Drive. The assessments may include, but are not limited to, tests and assignments, on-line assessments, projects, portfolios, 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.
- Gardenvale Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) and Disability Inclusion Funded students, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers will assess the achievements 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 cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## Reporting

Gardenvale Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Gardenvale 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.

At Gardenvale Primary School formal reporting provides comprehensive information about student learning and achievement in different forms. Student reports are provided to parents/carers twice a year to strengthen partnerships between home and school, and to provide meaningful communication about student learning needs. Pastoral Care interviews are held at the start of the year and Parent Teacher interviews are held during Term 2.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form through Compass.

Gardenvale 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](#).

- Both student achievement and 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).



- Gardenvale Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Communication with parents of students who are considered to be 'at risk' academically or socially, or are working below level, occurs on a regular basis throughout each term. Interpreting services are made available where required.

## CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	SPOT - Panorama Data NAPLAN Data AToSS Data POS Data AIP and Strategic Plan	Leadership team  Whole Staff	Yearly
<b>Curriculum Areas</b>	NAPLAN Data AToSS Data POS Data AIP and Strategic Plan School based Surveys	English SIT (School Improvement Team)  Maths SIT RR SIT DnA SIT	Yearly  Ongoing throughout the term
<b>Year levels</b>	AIP Goals drive the Student Improvement Cycles  Formative and Summative Assessments		Ongoing throughout the term
<b>Units and lessons</b>	Victorian Curriculum Instructional Model  Curriculum Learning Programs used throughout the school (SMART Spelling, VCOP, Seven Steps, CAFE reading, guided reading, maths clinics etc)		Weekly planning sessions



## Review of teaching practice

Gardenvale 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 \(FISO\)](#)
  - [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:
  - Curriculum policy
  - Statement of Values and School Philosophy Policy
  - Teaching and learning program for each learning area and capability
  - Teaching and learning program for each year level
  - Unit plans/sequence of lessons.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	Staff – May 2023
Approved by	Principal - May 2023
Next scheduled review date	May 2027