



CURRICULUM POLICY

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 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](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

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. At Gardenvale 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 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.



IMPLEMENTATION

Curriculum

Gardenvale Primary School implements its curriculum aligning with the [Victorian Teaching and Learning Model 2.0](#) (VTLM 2.0). We tailor the curriculum to fit Gardenvale Primary School's Instructional Model. At Gardenvale Primary School, class time is structured into a weekly timetable, with 300 minutes of learning per day, broken into 100-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum area, year level and unit / lesson curriculum plans. Ongoing information about our school curriculum and classroom learning is regularly communicated to the community via the school newsletter, classroom blogs and curriculum information nights.

Pedagogy

The pedagogical approach at Gardenvale Primary School is based on evidence based practices. Teachers use explicit instruction to provide a high level of support as students practise and apply newly learned concepts. We apply a Gradual Release of Responsibility model which is embedded in the Instructional Model.

Lesson Sequence

- **Review** – Revisit prior learning to strengthen recall, combat the forgetting curve, and connect to new content.
- **Lesson Launch** – Briefly explain the lesson's purpose and make learning intentions clear.
- **I Do (Explicit Teach)** – Model the new skill in small, clear steps to avoid overload, keeping student focus on the demonstration.
- **We Do (Guided Practice)** – Work through 3–5 scaffolded examples together, reducing teacher support as confidence builds, using high-engagement questioning throughout.
- **You Do (Independent Practice)** – Students apply learning independently while the teacher roves, provides feedback, and supports individuals or small groups.
- **Reflection/Catch** – Students reflect on learning, address misconceptions, and revisit learning intentions to consolidate understanding.

We use TAPPLE (Teach first, Ask a question, Pair share, Pick a non- volunteer, Listen to the response, Effective Feedback) to engage the students in their learning.

English

Our practice is informed by the Science of Learning and aligns with the Victorian Teaching and Learning Model 2.0 and the Department's Victorian Reading Position (Foundation–Year 2). The Victorian Reading Position outlines an evidence-based approach to early reading instruction.

The school provides a comprehensive curriculum that meets the needs of all learners and where differentiation occurs both at a pedagogical level and content level where needed.

Some approaches we use to help guide our content include but are not limited to:

- GPS spelling program
- SMART (Say, Meaning, Analyse, Remember, Teach) spelling program.
- Heggerty
- Syntax Project



- '7 Steps of Writing' writing framework
- GPS Reading Strategies
- Novel Studies
- Book Club

Mathematics

Gardenvale Primary School incorporates explicit direct instruction into our Mathematics pedagogy as well as constant revision that is spaced and interleaved through the use of Daily Reviews. Authentic mathematical experiences include problem solving, rich assessments, hands-on learning, number fluency, differentiated learning activities (such as maths workshops), and open ended tasks in the focus areas of number, statistics and probability, measurement and geometry.

Inquiry Learning

Gardenvale Primary School has developed its own comprehensive framework for Inquiry Learning to address the domains of science, history, design and technology, civics and citizenship, and health and the cross-curricular priorities of Sustainability together with Asian and Aboriginal and Torres Strait Islander culture. We endeavour to focus on these topics through cross curricular lessons in Literacy and Numeracy, building knowledge and vocabulary and then look to inquire further and deeper during designated 'inquiry time'.

The four throughlines and focus questions across the school are:

- Personal Identity and Wellbeing – How can I be the best version of me?
- Environmental Sustainability – How can we care for our world?
- The Physical World – How does the world work?
- Social Responsibility – How do we learn from and live with others?

Specialist Teachers and Programs

Specialist teachers provide instruction in Physical Education, Language (Japanese), Visual Arts, Music/Performing Arts and STEM. Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of outdoor education camps, excursions and in-visit initiatives and musical/dance groups. The school is an active participant in district sport competitions. A school musical is held every second year and involves all Year 5 and 6 students as well as two students from each Prep to Year 4 class.

The school runs a BYOD (bring your own device) program for Years 4 to 6.

Support and Enrichment

The school offers a number of different initiatives to support students working below and above expected levels. Learning Enrichment teachers and Teacher Aides support programs in English and Maths. Support and enrichment within a year level takes place through a differentiated program and small group explicit teaching practices. Individual Education Plans are constructed for students receiving extensive adjustments outside of the everyday classroom curriculum.

Planning

Professional Learning occurs weekly during staff meetings. The Leadership Team plans and runs these sessions which are aligned with the AIP focus, the VTLM 2.0 (Victorian Teaching and Learning Model) and Gardenvale's pedagogy.

Professional Learning Communities (PLC), ensure the scope and sequence of each learning area of the curriculum is developed and implemented across their year level. Non-negotiables are established in key curriculum areas to ensure consistency across the school. A school wide Peer



Observation, Learning Walks and professional development programs are used to support and guide teachers in curriculum implementation.

The school has School Improvement leaders focussing on English, Mathematics and Wellbeing. The school also has an active team driving the environment and sustainability initiatives and ensures the school maintains its sustainable schools' accreditation.

The Leadership Team is focused on four-year planning cycles, as guided by the School Strategic Plan, and continuous analysis of a range of data sets around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation, and common understanding of the whole-school curriculum by teachers and parents.

Assessment

Gardenvale Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement.

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.

Gardenvale Primary School has a comprehensive Assessment Schedule. 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 will use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, tests, online evaluations, 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), 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.

Individual and cohort data including NAPLAN is analysed on a regular basis during planning and team meetings, whole staff sessions and moderation. 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.

Gardenvale Primary School provides annual parent teacher interviews that allow parents and teachers to discuss student progress. Written reports are delivered to parents each semester which indicate student achievement of the curriculum on a five point scale.

The report will be accessible in digital form through COMPASS with the option to translate text from English to another language, to cater to our school community.

- 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 twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Pastoral Care interviews are held at the start of the year and Parent Teacher interviews are held during Term 2. Interpreting services will be made available where required.

The Annual School Report provides the school community with a summary of the school's achievements and progress for the previous year.

Whole school performance data including NAPLAN, student, staff and parent surveys are analysed across all teams in the school.

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 to evaluate the impact of introduced initiatives.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	AIP and Strategic Plan SPOT - Panorama Data NAPLAN Data AToSS Data POS Data	Leadership team Whole Staff	Yearly
Curriculum Areas	NAPLAN Data AToSS Data AIP and Strategic Plan School based Surveys	Leadership PLC teams	Yearly Ongoing throughout the term
Year levels	AIP Goals Weekly planning Formative and Summative Assessments	Learning Specialist PLC teams	Ongoing throughout the term
Units and lessons	Victorian Curriculum 2.0 Instructional Model Whole School Engagement Norms Term Overviews - Scope & Sequences Professional Learning	PLC Teams Leadership Learning Specialist	Weekly planning sessions Term Planning Days

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



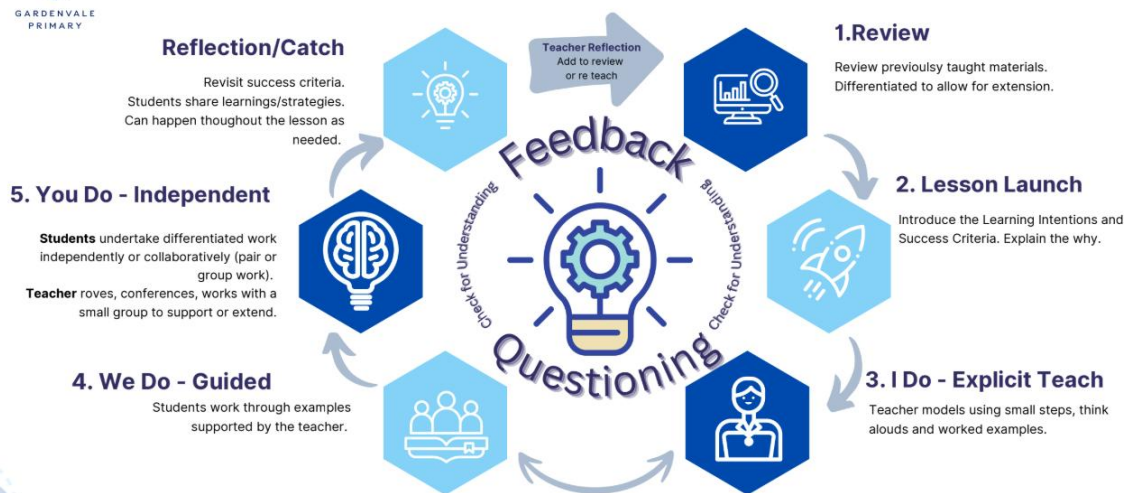
- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Consultation	Leadership: 20/6/25 Staff: 20/8/25
Approved by	Principal: 1/9/25
Next scheduled review date	May 2028



GPS Instructional Model





Gardenvale Primary School - Inquiry Model



