



CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you require help to understand the information in this policy, please contact Greythorn Primary School – 03 9857 9762.

PURPOSE

The purpose of this framework is to outline Greythorn 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 term plans.

OVERVIEW

Greythorn 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.

Greythorn Primary School’s 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](#).

Greythorn Primary School has a distinctive ethos, where excellence is encouraged and recognised, diversity is embraced and students, staff and parents work together with energy and a unified vision. The school's philosophy, policies and motto 'Working Together' reflect our core values of **Optimism, Respect, Pride and Integrity**.

Greythorn Primary School, with its community, has the expectation that all students will pursue excellence whilst acquiring a lifelong love of learning and the skills and attitudes necessary to contribute successfully in our global society. Our pedagogical focus is to create an environment where students are encouraged to take risks, ask questions and seek answers to stimulate their curiosity. Students are supported to develop the strategies and confidence to engage in all tasks, demonstrating a sense of purpose and pride in their learning.

Our belief in strong parent-school partnerships enables our parents to participate in all aspects of school life. This partnership gives rise to a cooperative school culture, where a spirit of mutual respect is evident. Parent and community participation complements and extends the quality programs provided by the staff. Extensive staff training and Professional Development programs promote a commitment to continuous improvement in maximising student achievements.

We believe that all students can and will learn and grow in self- confidence and esteem as a result of:

- becoming motivated, self-extending, independent, life-long learners
- achieving mastery of the curriculum
- acquiring decision making, problem solving and critical thinking skills
- being encouraged to display initiative and accept challenges in learning working together effectively as part of a team

IMPLEMENTATION

Greythorn Primary School's broad curriculum is planned and taught sequentially, and allows students to have varying degrees of ownership in all areas 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 student learning.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science and humanities across all year levels
- All students undertake both Visual and Performing Arts
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language - French

At Greythorn Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 50minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	600
Mathematics	300
Sciences	50
The arts	100
Languages	50
Humanities	F-3 100MINS 4-6 50MINS
Health and Physical Education	F-3 – 150MINS 4-6 – 200MINS
Information and communication technology, and design and technology	50
Wellbeing / Personal learning	100
Total	1500

Language provision

Greythorn Primary School will deliver French as a Language, based on community expectations and for seamless transition to local secondary schools.

Pedagogy

The pedagogical approach at Greythorn Primary School aims to create an environment where students are encouraged to take risks, ask questions and seek answers to stimulate their curiosity. Students are supported to develop the strategies and confidence to engage in all tasks, demonstrating a sense of purpose and pride in their learning.

Assessment

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

Students at Greythorn 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 Greythorn Primary 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 agreed assessment processes and tasks are documented in the school's assessment schedule.
- 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.
- Greythorn Primary 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.
- 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

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

Greythorn Primary School reports to parents twice yearly directly against the Victorian Curriculum F-10.

Reports will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Greythorn Primary will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, either the [EAL Companion to the AusVELS](#) or 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).
- Greythorn 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. Interpreting services will be made available for 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.

The following table outlines how and when the school reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels, and who conducts the review:

	Who is responsible?	When?	How will it be reviewed?
Whole School	Principal / Assistant Principal Education Sub Committee as part of school council	Twice per term	Staff representatives present at Education Sub Committee meetings which are twice per term.
Curriculum Areas	Principal / Assistant Principal Learning Specialists / Curriculum leaders – Maths, Literacy, Science / Humanities, Wellbeing Specialist teachers - Visual Arts, Performing Arts, Health & PE, French, Library, STEM	SIT team meetings – once per week Curriculum team meetings (2-3 times per term) PLC meetings (Junior, Middle, Senior)	SIT team meeting - discussions Curriculum team meeting discussions and action plans. Learning Specialist teachers allocated time each week / fortnight Professional Practice Days to review and develop Scope and Sequences AIP / Strategic Plan
Year level planners	Principal / Assistant Principal Professional Learning Team (PLT) Leader	Planning week (Wk. 9 of each term) Double planning sessions – once per week per year level for the duration of the year.	Term overviews (Term 1 - 4) Ongoing team discussions during weekly meetings to review and modify planners throughout the term.

Unit and lessons	Principal / Assistant Principal Student Improvement Team (SIT) PLT leaders Classroom teachers Curriculum Leaders	Planning week (Wk. 9 of each term) Double planning sessions – once per week per year level for the duration of the year.	Instructional model unit and lesson plans reviewed and created by PLT leaders, Curriculum Leaders, Learning Specialists, SIT team. Teacher reflections during weekly double planning sessions
Teaching Practice	Principal / Assistant Principal SIT team	Ongoing throughout the year Peer Observation Program - once per semester End of each semester Curriculum team meetings (2-3 times per term)	PPD reviews Implementation of the HIT strategies Professional learning throughout: Staff meetings Curriculum Team meetings FISO meetings Peer Observation program

Professional Learning Communities (PLC)

Greythorn Primary School uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Greythorn Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

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:
 - Greythorn Primary School Curriculum Plan

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
Approved by	Principal
Next scheduled review date	2026