



GEELONG EAST PRIMARY SCHOOL

CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 03 5248 4885.

PURPOSE

To explain to our school community the Department's and Geelong East Primary School's policy requirements and expectations relating to developing and implementing the curriculum, in accordance with the Victorian Curriculum.

SCOPE

This policy applies to:

- 1) All students at Geelong East Primary School
- 2) All staff at Geelong East Primary School
- 3) For information for parents and families of the Geelong East Primary School community.

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.

Geelong East Primary School is committed to seeing our children achieve to a high level in all academic areas providing students with the best possible foundation in life through a well-rounded education, which values the skills, interests and abilities of our students. Our school's vision is to foster a 'learning for life' approach towards schooling so students are aspirational, successful learners, and active and informed future citizens who are confident, creative, curious and successful learners challenged to achieve their full potential within a safe, happy and supportive environment.

To embed this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum to all students with an increasing sense of student voice and agency for successful learners who are valued community members. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring our school's values.

- We show **RESPECT** by treating others, our equipment and learning environments with consideration and regard when we work, learn and play. We value cooperative teamwork to achieve our goals.
- We demonstrate **INCLUSION**, ensuring we all feel safe in our school environment and the community. We show kind words and actions, how we work, learn and play.
- **RESILIENCE** in our learning, with our behavior, our actions and the way we care for ourselves and others. We solve differences using Restorative practices- our manta is Muck Up, Own UP, Fix Up and Move on.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History/Geography, Technologies/Design Technology, Civics and Citizenship, and Health. Specialists provide instruction in Physical Education, Language (Japanese), and Visual and Performing Arts. <https://victoriancurriculum.vcaa.vic.edu.au/> Students learn and apply various elements of

performing, visual arts and languages during our annual school performances and art productions.

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 Division, Regional and State sport competitions as well as providing opportunities for students to participate in other extra-curricular events such as choir performances and inter-school band performances, chess club and community events.

Our teachers work in teams Professional Learning Communities (PLCs) across levels to ensure that the Victorian Curriculum is implemented across the school. Assessments are implemented to determine the students' individual learning goals to maximise student achievement and learning outcomes. Targeted programs such as Literacy and Numeracy Intervention, the placement of Education Support Staff, Individual Education Plans (IEPs) and modified programs for individual students provide additional support for students when needed. Extension learning programs are offered both in the classroom and in small focus groups to maximise student learning outcomes.

The school structure includes a Leadership team, which supports School Improvement Teams to focus on school improvement priorities outlined within the School Strategic Plan and Annual Implementation Plans, along with Professional Learning Communities that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

1. CURRICULUM GUIDELINES

- Our school will recognise and respond to diverse student needs when developing Annual Implementation Plan and curriculum plans. Differentiation will occur to cater for the individual learning needs of all students. Students working above the expected level in any curriculum area will be challenged appropriately to extend their learning. 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 for Koorie students. Creating an environment that respects, recognises and celebrates cultural identity through our practices and curriculum is also highly valued.
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian Government schools.
- In addition to DET guidelines, we have a strong emphasis on Literacy and Numeracy instruction. Students will receive 10 hours minimum of Literacy instruction weekly and 5 hours minimum of Numeracy instruction weekly.
- Supporting students with transition into school, through school and onto 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 Program Budgets.
- Curriculum areas will include:

DEPARTMENT OF EDUCATION LEARNING AREAS	LEARNING CAPABILITIES & PROGRAMS	TIME ALLOCATION
ENGLISH	English – Reading and Viewing, Writing, Speaking and Listening Phonics Program/Multi-Sensory Literacy Program Tutoring Learning Program Oral Language (Foundation) Inquiry is embedded in Literacy programs	10 hours a week Literacy learning is integrated into all curriculum areas
MATHEMATICS	Number and Algebra Measurement Statistics and Probability Tutoring Learning Program	5 hours a week Mathematics is also integrated into all

		curriculum areas
SCIENCE HUMANITIES (HISTORY, GEOGRAPHY, ECONOMICS & BUSINESS, CIVICS & CITIZENSHIP, SUSTAINABILITY)	Inquiry Units of Study (Integrated within Literacy and Numeracy learning programs)	2 hours per week
THE ARTS	Visual Arts: <ul style="list-style-type: none"> - Visual Arts - Visual Communication - Design - Media Arts Performing Arts embedded within all curriculum areas. <ul style="list-style-type: none"> - Dance - Drama - Media Arts - Music 	1 hour per week
LANGUAGES	Japanese	30 minutes- 1 hour per week
HEALTH, PHYSICAL EDUCATION & SPORT	Physical Education: F-6 Level Sport: 5-6* Sport program: Yr 3-6* Puberty In Schools (PIPS) Program: Yr 4-6* Bike Education: Yr 3-6 PMP (Foundation)* Gymnastics: F-2* Swimming & Water Safety: F-6* Athletics Sports Carnival: 3-6* Cross Country Program: 3-6* Camps Program: Yr 2-6*	1 hour per week For HPE sessions *In addition to P.E sessions, time allocations vary
TECHNOLOGIES DIGITAL TECHNOLOGIES	STEM (Science, Technology, Engineering and Mathematics) 1:1 digital technology across the school Technology embedded in all teaching and learning programs. Cybersafety & eSmart VicPol – Sessions	1 hour per week
WELLBEING	Student Wellbeing Programs Active Schools Step Up/Starting Right Programs Rights, Resilience & Respectful Relationships Program (RRRR) BERRY Street Education School Wide Positive Behaviours Restorative Practices Lego League/Robotics Calm Club	

2. PROGRAM OVERVIEW

Program Development

- Geelong East 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 department policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- In developing our Curriculum Plan, the school will provide at least 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:
 - Evaluate and diagnose
 - Prioritise and set goals
 - Develop and plan
 - Implement and monitor



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 planning templates will be used.
- 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 the department's School Policy & Advisory Guide *'Using Digital Technologies to Support Learning and Teaching'* and the school *Digital Learning* policy.

Curriculum and Teaching Practice Review

- Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in Literacy, Numeracy and Inquiry including History, Design Technology, Sustainability and Digital Technologies. Specialist Programs from Foundation to Year 6 are delivered for Physical Education, Visual Arts, Language (Japanese) and STEM. Supportive curriculum initiatives and programs include Literacy, Mathematics, Tutoring Learning Initiative, and the High Ability Programs.
- The school has a Directional Leadership Team, LoLT and Level teams with a Learning Specialist and staff membership from each level of the school. These teams focus on literacy, numeracy and wellbeing and align with the Framework for Improving Student Learning Outcomes (FISO 2.0).
- The leadership group is focused on 2-4-year planning cycles and continuous analysis of a range of data around school improvement, driven by the Annual Implementation Plan (AIP). At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.
- 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. Data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.
- The school utilises department policy and guidelines, online resources, internal and external expertise through coaching, mentoring, peer observation and collegiate feedback and learning walks to continually improve their pedagogical knowledge and teaching practices. The implementation of Professional Learning Communities

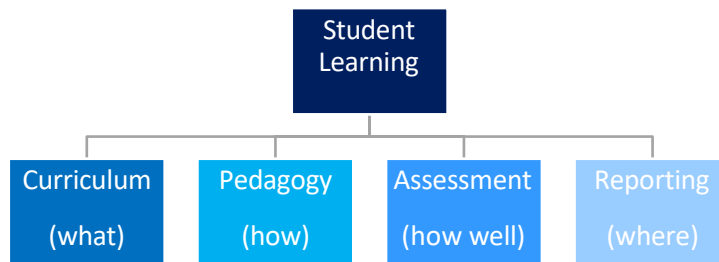
will support teachers to use evidence informed teaching practices for student and cohort learning growth and progress.

Table 1:

AREA	RESPONSIBILITY	TIMEFRAME
Whole school	Leadership Team/LoLT Teams	In line with the review cycle as stated in the policy
Curriculum Areas	Learning Specialist, coaches, specialists	At the completion of each 2-year cycle
Year Levels	Teaching staff at that level	Each term on planning day
Units and Lessons	Teaching Staff	Weekly or as Inquiry units are completed
Teaching Practice	Leadership/Teaching peers	Regular learning walks, peer observations, coaching/mentoring

3. STUDENT LEARNING OUTCOMES STATEMENT

Student learning is produced, shaped and supported by four connected components. Each of these components play a distinct role in the process of student learning and each is interconnected to student learning outcomes.



Curriculum defines *what* it is that students should learn, and the associated progression or continuum of learning. Geelong East Primary Schools 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 Geelong East Primary School Assessment Schedule which is reviewed annually.

Reporting explains to the student and the parent *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 and evidence informed teaching practices guides the ongoing school improvement process.

Data Collection:

- The school will continuously monitor student outcomes using a variety of assessments as outlined in the Assessment Schedule, including strategies and tools such as; NAPLAN, English/Mathematics Online Interviews, Digital Assessment Learning tool, Fountas and Pinnell Benchmark Assessment, and Common Assessment Tasks via Compass.
- 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. Conferencing in Literacy and Numeracy is a strong example of formative assessment.

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 and Annual Implementation Plans.
- The Learning Specialists Leadership Team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the relevance of data, how to interpret and use data to plan, implement, monitor and review for continued improvement in both teaching and learning.
- The School Directional Leadership Team, in consultation with the Leaders of Levels (LoLT) the School Improvement Team, 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, which may include developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.
- Data will also be used to identify students working above the expected level and to determine school actions or programs that could challenge, extend and meet student needs.

Data and Achievement Reporting: Data will be reported according to the audience.

Students: Feedback will be given about current learning and areas for future learning.

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.

Parents: Student achievement, teacher feedback, and reporting through common assessment tasks (via Compass), Parent-Teacher-Student (3-Way) Conferences, and student work samples (via Seesaw). 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 Education Plan.

Community: Student learning outcomes data will be reported in the Annual Report to the School Community (as provided to the department) and also available on the State Register maintained by the Victorian Registration and Qualifications Authority. These are accessible via the school website. A community meeting is held each year for the purpose of sharing the School Annual Report to interested parties.

COMMUNICATION

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

- School website, available to the public
- Referred to in staff induction processes
- Referred to in transition and enrolment programs
- Annual reference in school newsletter
- School Council
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES:

- Department of Education's School Policy and Advisory Guide:
 - *Curriculum*
 - *Assessment*
 - *Framework for Improving Student Outcomes (FISO 2.0)*
 - *Using Digital Technologies to Support Learning and Teaching*
 - *Student Wellbeing and Learning*
 - *Students with Disabilities*
 - *Koorie Education*
- VCAA Revised Curriculum Planning and Reporting Guidelines
- School Assessment Schedule

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2023
Consultation	Staff through briefing Administration meetings on processes School Council meeting
Approved by	Principal – Karen Chaston
Next scheduled review date	June 2027 or if there are significant changes made that require a revision