

Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Echuca 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

Echuca 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.

Echuca Primary School is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10. The key points in this framework are:

- A defined curriculum content is the basis for student learning
- 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.

“Echuca 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 Echuca Primary 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

Echuca Primary School implements its curriculum through explicit teaching of all 8 core areas. The teaching of English, Mathematics and the Humanities are taught by the classroom teacher. Other subject areas are taken by specialised teachers. These include: Physical Education, Science and the Arts.

At Echuca Primary School, class time is structured into a weekly timetable, with the day broken into 6 x 53 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band 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.

Language provision

Echuca Primary School deliver Auslan as a Language.

Pedagogy

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The pedagogical approach at Echuca Primary School is following an Instructional model in all key learning areas. Echuca Primary School has a whole school approach to its learning through following the Literacy Continuum that guides our reading program. We implement the 6 plus 1 Writing Traits and use SMART Spelling. Essential Assessment guides the teaching and learning in Numeracy where staff follow the agreed upon Instructional Model and teach through a workshop model.

Assessment

Echuca Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Echuca 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.

Staff follow a Whole School Assessment Schedule

- Teachers at Echuca 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 agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, 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.
 - Echuca 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.
- 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

Echuca Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Echuca 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 Echuca Primary School:

The report 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.

- Echuca 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.

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- 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).
- Echuca 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 where required.

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

The Teaching and Learning Leading Teacher meets with all curriculum teams weekly. The SIT meet regularly discussing the teaching and learning across the school. Outlined below is a table of the School's reflective process and outlines when and who conducts this work.

Review/planning		Responsibility	Timeframe
	Whole School Learning Programs Whole School Scope and Sequence Whole School Assessment Schedule Collaborative Planning sessions across the school Leadership Structure	Leadership Area Leader Teaching and Learning LT Classroom Teachers	Ongoing
Whole school	Echuca Primary School Has: Yearly overviews – key learning areas Inquiry based learning in the Humanities areas	Area Leader Teaching and Learning LT SIT Leadership	Ongoing
Year levels	Each Year level has an assigned teacher to each teaching area. This is shared on our 208 GoogleDrive.	Area Leader Teaching and Learning LT Classroom Teachers	Ongoing
Units and lessons	After every unit of work staff reflect on the lessons to look for ways to improve and ensure that all content areas are covered. Leading Teacher completes Audit	Area Leader Teaching and Learning LT	Ongoing

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Review of teaching practice

Echuca Primary School reviews teaching practice via:

- School Structure – Echuca Primary School has two Leading Teachers and two Learning Specialists. One of their primary roles is looking at and improving teacher practice.
- SIT – Echuca Primary School have a School Improvement Team made up of the Principal, Leading Teacher and two Learning Specialists. The role of this team is to improve teaching practice and outcomes.
- 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 \(including variation to hours\)](#)
- This policy should be read alongside:
 - whole school curriculum plan
 - 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
Approved by	Andrew Judd
Next scheduled review date	May 2027