



Gowrie Street Primary School



CURRICULUM FRAMEWORK

Help for non-English speakers

If you need help to understand the information in this policy please contact our office staff (03) 58213100 who will arrange for a translator to communicate with you.

PURPOSE

The purpose of this framework is to outline Gowrie Street 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, year level and unit / lesson curriculum plans.

OVERVIEW

Gowrie Street 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.

Gowrie Street 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](#).

Gowrie Street Primary School is committed to empowering students to become lifelong learners and

shape the world around them by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our 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 Gowrie Street Primary School our 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 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 and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Gowrie Street Primary School implements a curriculum where:

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science and humanities subjects within an inquiry approach
- All students undertake at least one Arts discipline
- All students undertake a language (Yorta Yorta)

At Gowrie Street Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into 60 minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	F – Year 2 Minutes Per Week	Years 3-6 Minutes Per Week
English	600	600
Mathematics	300	300
Sciences including Stem (3-6) & Humanities – Inquiry units		120
Oral Language/Social Play	60	
The arts	120	120
Languages	60	60
Health and Physical Education	120	120
Social Emotional and SWPBS	60	60
Total		1500

Language provision

Gowrie Street Primary School will deliver Yorta Yorta as a Language. This decision was based on discussions with the school community.

Pedagogy

Teaching and Learning at Gowrie Street Primary School is based on practices of excellence. Engaging and challenging learning programs are prioritized along with the creation of optimal conditions for student learning. Literacy and Numeracy skills are foundational and require a daily, relentless focus. The school uses student-centred learning approaches including inquiry learning across the school, as well as explicit teaching, teacher modelling, and peer learning approaches.

Koorie Education

Gowrie Street is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community and KESO to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- building up a Koorie education work force including Koorie Family Liaison Officers and Culture Program run by Billy Cooper
- staff participation in CUST training
- supporting the development of high expectations and individualised learning for Koorie students (eg. Koorie Literacy and Numeracy Intervention Program)
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum (ongoing commitment to meeting the outcomes of Marrung Aboriginal Education Plan)
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community (eg. Rumbalara Homework Club).

Students with Disabilities

Gowrie Street is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Gowrie Street will liaise with SSSO and other organisations to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Assessment

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

- Students at Gowrie Street 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 Gowrie Street 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 unit plans and learning sequences in weekly planners. 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.

- Gowrie Street 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 should their language be such that it is not appropriate to assess against the Victorian Curriculum.
- 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

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

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.

Gowrie Street 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, 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).

Gowrie Street 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3 and 5 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy.

These test results are used by:

- Students and parents/carers to discuss achievements and progress with teachers teachers to identify students who require greater challenges or additional support
- Schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy

- School systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

An overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)

- Student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- School comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year.

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review. These include:

- [Nationally Consistent Collection of Data](#)
- [Australian Early Development Census](#)

These national reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

English Online Interview

Schools use the English Online Interview to generate a wide range of reports that can provide valuable diagnostic information to inform program planning and resource allocation. At the start of each year all Foundation students at Gowrie Street are assessed using the English Online Interview (this assessment is optional for Year 1 and Year 2 students but is also undertaken at Gowrie St).

The interview is a one-to-one interview between the teacher and student with the teacher recording the responses in an online system. This interview assesses students against the three modes of English (Reading, Writing, Speaking and Listening) and is accessible by all Prep to Year 2 teachers in Victorian government schools during a defined 4 week period at the start of each year contains a wide range of support materials for administering the interview.

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
Whole school	<p>A SIT develops the school's AIP in consultation with school community in line with SSP</p> <p>AIP goals are reviewed each semester</p> <p>The school rates itself against the FISO elements.</p> <p>Data sets to explain our progress such as NAPLAN, teacher judgement and the various surveys are all used in this process.</p> <p>Areas for improvement are identified</p>	<p>SIT team</p> <p>And where appropriate Whole School</p>	Across the year
Curriculum Areas	Teacher teams review progress and set goals in the various curriculum areas, in particular Literacy and numeracy.	Teachers along with Principal	Termly
Units and lessons	Year level teams plan and implement the daily teaching and learning program	Teachers along with Principal	Weekly/daily

Teaching Sprints

Gowrie Street Primary School uses 'teaching sprints' 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

Teaching Sprints help our teachers to evaluate the effect of high impact teaching strategies on student learning and gives teachers a structure in which to collaboratively research evidence based strategies to make small changes to their practice.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Gowrie Street 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](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - Whole School Curriculum Plan

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2022
Approved by	School Council and Principal
Next scheduled review date	Post review 2022

