

GRETA VALLEY PRIMARY SCHOOL

Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Greta Valley 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.

OBJECTIVE

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.

OVERVIEW

Greta Valley 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.

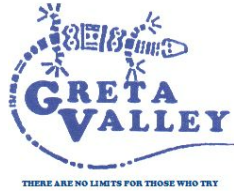
POLICY

Greta Valley 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](#)
[Holocaust Education – Delivery Requirements](#)

Greta Valley Primary School aims to provide a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Greta Valley 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.



GRETA VALLEY PRIMARY SCHOOL

Our school encourages students to strive for excellence in all of their endeavours. At Greta Valley 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

Greta Valley Primary School implements its curriculum. All students undertake:

- Year-long programs in English, Mathematics and Physical Education
- Science across all year levels
- Humanities disciplines (history, geography, citizens and citizenship, economics and business), with history as a core semester learning program and elective options across the humanities.
- At least one Arts discipline
- Technology disciplines (design and technologies, digital technologies)
- A Language other than English (Italian - based on cultural demographics)
- Humanities, technologies and Science key learning areas are completed in inquiry sessions

At Greta Valley Primary School, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 3 x 90-120-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.

Teachers at our school acknowledge that students deserve the very best teaching possible and recognise the strong link between the quality of teaching and student performance.

As a consequence, we have undertaken a commitment to provide for the individual needs of each and every student to the best of our abilities.

We do not accept that students be provided with generic whole class lessons that do not allow for, or are not focused upon, individual differences or needs.

- Learning experiences within our school will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters wherever practicable.
- Individual learning plans will be developed with each student who is deemed one year level above or below the expected level of VicCurric. Targets and achievement goals will be identified that reflect the curriculum and each child's individual needs. Parents will be kept well informed of their child's progress, will be invited to be active participants in their child's learning, and will be provided with ongoing opportunities to improve their own teaching skills within the home.



GRETA VALLEY PRIMARY SCHOOL

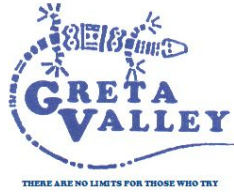
- Student achievement data will form the basis of each child's learning. Both extension (working above expected level) and intervention (working below expected level) opportunities will be provided for all students according to need.
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills, and will be based upon cooperative 'whole child' learning strategies.
- Sequential and viable courses of study in all key-learning areas will be developed and implemented by teachers who constantly review student performance and analyse content, resources and teaching techniques to meet student needs.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities.
- All teachers will undertake to enhance their skills by active involvement in personal professional development programs.
- Teachers may be involved in peer coaching and peer assessment.

Assessment

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

Students 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 Greta Valley 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.
- Greta Valley 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.



GRETA VALLEY PRIMARY SCHOOL

- 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

Greta Valley Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Greta Valley 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 Greta Valley Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress 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.

- Greta Valley Primary School will report directly against the Victorian [Curriculum F-10 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted 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.



GRETA VALLEY PRIMARY SCHOOL

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school		Principal	Bi-annually
Curriculum Areas	Staff discuss themes and then the Principal aligns themes with all curriculum areas.	Principal	Bi-annually
Year levels		Principal	Bi-annually
Units and lessons		Principal	Bi-annually

Review of teaching practice

- 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.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

[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 \(including variation to hours\)](#)



GRETA VALLEY PRIMARY SCHOOL

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	June 2024
Consultation with	The School Council
Approved by	The Principal
Next scheduled review date	Before June 2028