



EYNESBURY
PRIMARY SCHOOL

Curriculum Framework Policy

2022-2026



CURRICULUM FRAMEWORK POLICY

Purpose

Curriculum covers all the 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.

The purpose of this policy is to ensure that Eynesbury Primary School provides a curriculum and learning environment that encourages students to strive for excellence in all of their learning endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula. Each year the school will map out its curriculum offerings in a curriculum plan.

Eynesbury Primary School's mission is to *ensure the learning and achievement of every child and to empower young people and their community to work together in this pursuit*. Eynesbury Primary School will pursue this mission through the provision of an exemplary teaching and learning program focused on the development of creative and critical thinkers empowered to take ownership of their learning progress and achievement.

Scope

This policy applies to all staff and students of Eynesbury Primary School in contexts that are within school including the classroom, external to the school including during camps and excursions, and in online and remote learning and teaching.

Guidelines

Eynesbury Primary School will:

- Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- Comply with all DET guidelines about the length of student instruction time required in Victorian schools
- Implement the learning continuum detailed within the Victorian Curriculum, inclusive of Levels A-D and from Foundation to Level 6
- Implement each of the Learning Areas and Capabilities specified by the Victorian Curriculum
- Ensure that the curriculum program incorporates equitable opportunities for all students

Policy

Eynesbury Primary School will implement a learning and teaching program informed by the individual needs of its students. Cohort size permitting, this program will be delivered in single year level grades or alternatively, composite groupings of no more than two sequential year levels. In meeting the requirements of the Victorian Curriculum, guaranteed learning time will be allocated to each of the 8 learning areas, with the 4 capabilities being integrated across the curriculum.

Teachers will operate in professional learning communities and will implement the Response-to-Intervention framework in order to assess student work samples and plan accordingly for intervention and extension activities that meet the individual learning needs of students, including those with additional needs. Students with additional needs will be further supported through regular student support group meetings and the development of Individual Learning Plans. The Victorian Teaching

and Learning Model, including the High Impact Teaching Strategies will inform teacher instructional practice.

English

English instruction focuses on reading, writing and the development of oral language skills (speaking and listening) and will be undertaken daily for all students. Literacy instruction at Eynesbury Primary School is predicated on evidence-based strategies, informed by the body of work referred to as the Science of Reading and underpinned by our knowledge-rich curriculum. Said instruction is applied across all year level grades, combining a knowledge focus through the humanities with explicit reading and writing instruction.

Mathematics

Focuses on the development of the four proficiencies (Understanding, Fluency, Problem Solving and Reasoning) applied across each of the three strands identified within the Victorian Curriculum (Number and Algebra, Measurement and Geometry and Statistics and Probability) and will be undertaken daily.

Humanities and Science

Core English and Mathematics skills are further applied through a knowledge focus in both the Humanities (History, Geography, Economics and Civics and Citizenship) as well as in Science/

Incorporated into these studies will be the four Capabilities:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Specialist Programs

The specialist program at Eynesbury Primary School provides instruction in the following learning areas (with continued focus on the four capabilities outlined above):

- STEM
- Physical Education and Health
- The Arts (Visual and Performing Arts)

Digital literacy is integrated across the curriculum to support the improvement of teaching and learning outcomes, adhering to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's Digital technologies (Internet, social media and digital devices) policy.

Provision

The 60-minute per session timetable allows for dedicated 2-hour blocks for literacy and fits the set parameters for the school to deliver our specialist curriculum.

The timetable is organised on a weekly basis and structured across the provision of five 60-minute sessions per day. An indicative allocation per learning area is detailed below:

Domain	Minutes per week		
	Years F-2	Years 3-4	Years 5-6
English (inc. Humanities study)	720	720	660
Mathematics	360	360	360
L.O.T.E (from 2023)	60	60	60
Science	120	120	120
Physical Education /Health and Wellbeing	120	120	180
The Arts	60	60	60
STEM	60	60	60

L.O.T.E

LOTE will be taught explicitly at Eynesbury Primary School from 2023. Eynesbury Primary School will continue to consult with the school community to determine specific LOTE Provision from 2023 onwards

Wellbeing

As detailed above, student wellbeing is taught explicitly, informed by the school's Student Wellbeing and Engagement Policy, as well as the School-Wide Positive Behaviour Framework (SWPBS). The resilience, rights and respectful relationships learning materials will be utilised during this session to ensure students develop a pro-social skill set and the emotional intelligence required to thrive within their community. Eynesbury Primary School also proudly supports students through the provision of wellbeing support and peer support/buddy programs.

Instruction and Curriculum Planning

Eynesbury Primary 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.

Professional Learning Communities ensure assessment rigour, ongoing monitoring of student outcomes and collaboration regarding teaching decisions to ensure maximum success for every student. Essential Learning Standards and 'I Can' statements are identified in all curriculum areas to ensure consistency across the school. School-wide Peer Observation, Learning Walks and professional development programs are used to support and guide teachers in curriculum implementation.

Lesson planning at Eynesbury Primary School is predicated on explicit and direct instruction, incorporating the Gradual Release of Responsibility, as outlined in Appendix 1 (instructional model).

Assessment and Reporting

Teachers at Eynesbury Primary School plan for and implement a wide range of assessment and reporting activities to support student learning and development, as outlined in the school Assessment Schedule.

Individual and cohort data (including NAPLAN) is analysed on a regular basis during planning and team meetings, whole staff sessions and moderation. Teachers analyse student assessment samples through Professional Learning Communities and use the learning gained to inform planning through

the RTI structure (PLC Cycle can be found in Appendix 2). Assessment artefacts employed include but are not limited to:

- Pre and post tasks for units of study that will be used to shape learning programs and organise groupings for instruction
- NAPLAN, DET devised interviews (including English and Maths Online) and other standardized and diagnostic tests, as well as observational records and notes
- ABLES assessment tools
- The Insight Assessment Platform is used by teachers to assess the progress of all learners and support more targeted teaching practices.

Formal reporting provides comprehensive information about student learning and achievement in different forms. As per Department policy, student reports are provided to parents/carers twice a year to strengthen partnerships between home and school, and to provide meaningful communication about student learning needs. Student Reports at Eynesbury Primary School are developed in accordance with the following:

- The report is a written report provided to parents digitally in an accessible form and easy for parents/carers to understand.
- The school reports directly against the Victorian Curriculum F-6 achievement standards or, if reporting on students for whom English is an additional language, either the EAL Companion to AusVELS or the Victorian Curriculum F-6 EAL achievement standards.
- Both student achievement and progress will be included in the report.
- A five-point scale will be used when reporting on student achievement and progress.
- 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. The 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.
- Student interviews are held at the start of the year and parent teacher interviews are held during Terms 2 and 3.

The Annual School Report provides the school community with a summary of the school's achievements and progress each year. Ongoing information about our school curriculum and classroom learning is regularly communicated to the community via the school newsletter, the school website and Parent Information Evenings. Whole school performance data including NAPLAN and student, staff and parent surveys are analysed across all teams in the school.

All students transferring into Eynesbury Primary School from a government school will have their information (including personal and health information, achievement information, foreseeable risk and wellbeing information) automatically transferred via CASES21, consistent with the Department's Enrolment Policy. See: [Policy Advisory Library – Student transfer information](#).

Students transferring from non-government schools will have to complete an enrolment form and submit this to the school. Eynesbury Primary School will request reports and a transition statement from the student's previous school. Using this information, the school will tailor its curriculum and teaching practices to ensure effective continuity of learning for students transitioning from other schools.

Eynesbury Primary School will undertake the following assessments upon entry to the school:

- English online interviews

- Maths online interviews
- On demand (Baseline) testing
- DIBELS Testing

Curriculum Development

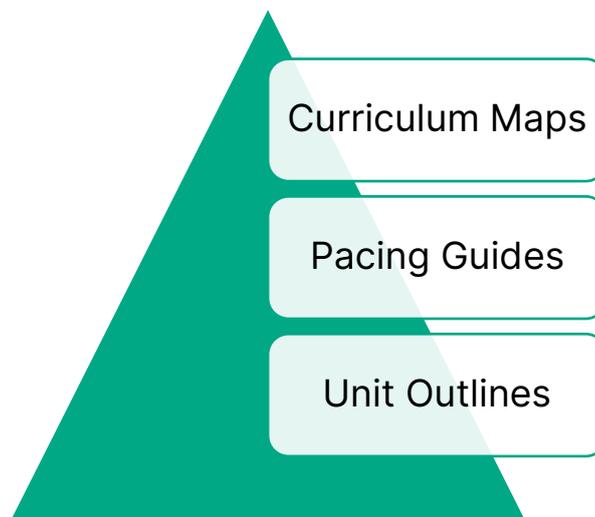
The Curriculum Development implementation plan will support the development of the Eynesbury Primary School curriculum.

Curriculum Review will be underpinned by the FISO improvement cycle. The whole school guide to curriculum planning outlines key actions in the cycle.

- Evaluate and Diagnose
 - Assessment of students learning needs
 - Evaluation of current teaching and learning programs
- Prioritise and set goals
 - Set goals for student learning growth
 - Prioritise actions that will have the largest impact on student growth
- Develop and Plan
 - Undertake whole school curriculum plan
 - Document the curriculum plans
- Implement and Monitor
- Implement an integrated approach to curriculum, pedagogy and assessment

The Curriculum planning self-assessment actions will be used at least annually to inform the curriculum review process.

Curriculum Development at Eynesbury Primary School is aligned as per the following graphic:



Curriculum Evaluation and Review

The Leadership Team is focused on four-year planning cycles, as guided by the School Strategic Plan in accordance with the Framework for Improving Student Outcomes (FISO), and supported by continuous analysis of a range of data sets around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures with our curriculum and learning program.

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.

Curriculum audits are conducted annually to ensure compliance with the VCAA Curriculum, Assessment and Reporting Guidelines, as well as to meet community expectations and the ongoing needs of our students.

As part of the Department's new school establishment process, Eynesbury Primary School will undertake a school review in its second year of operation and will use student assessments from its first year of operation to inform the goals and targets it sets within its School Strategic Plan and Annual Implementation Plan.

New Student Transitions

Eynesbury Primary School will use the following strategies to ensure the student wellbeing needs of all students transferring into the school are supported:

Students from a government school will have their data automatically transferred via CASES21.

- Students transferring from non-government schools will have to complete an enrolment form. Eynesbury Primary School will request reports and a transition statement from the previous school/s including information on any foreseeable risks (See: Policy Advisory Library – Student transfer information.).
- If required, interviews with prospective students and families will be held to understand student needs and to support transition. Data collected and observations made during interviews and assessments will form the development of goals and targets for the school's curriculum programs.

Remote Learning

During a pandemic, such as the COVID-19 pandemic, government schools are required to comply with the Department's Operations Guides.

The Department updates the Operations Guides as required during a pandemic based on advice from the Department of Health and Human Services (DHHS). These Operations Guides cover procedures for supporting students at risk.

The current COVID-19 Operations Guide includes a COVIDSafe Plan for Schools that ensures schools remain safe environments. The current Operations Guide is [available on the Department's intranet](#).

Where remote learning is necessary, Eynesbury Primary School adopts a wholly synchronous approach (via Webex and Google Classroom) to ensure learning continuity.

Further Information and Resources

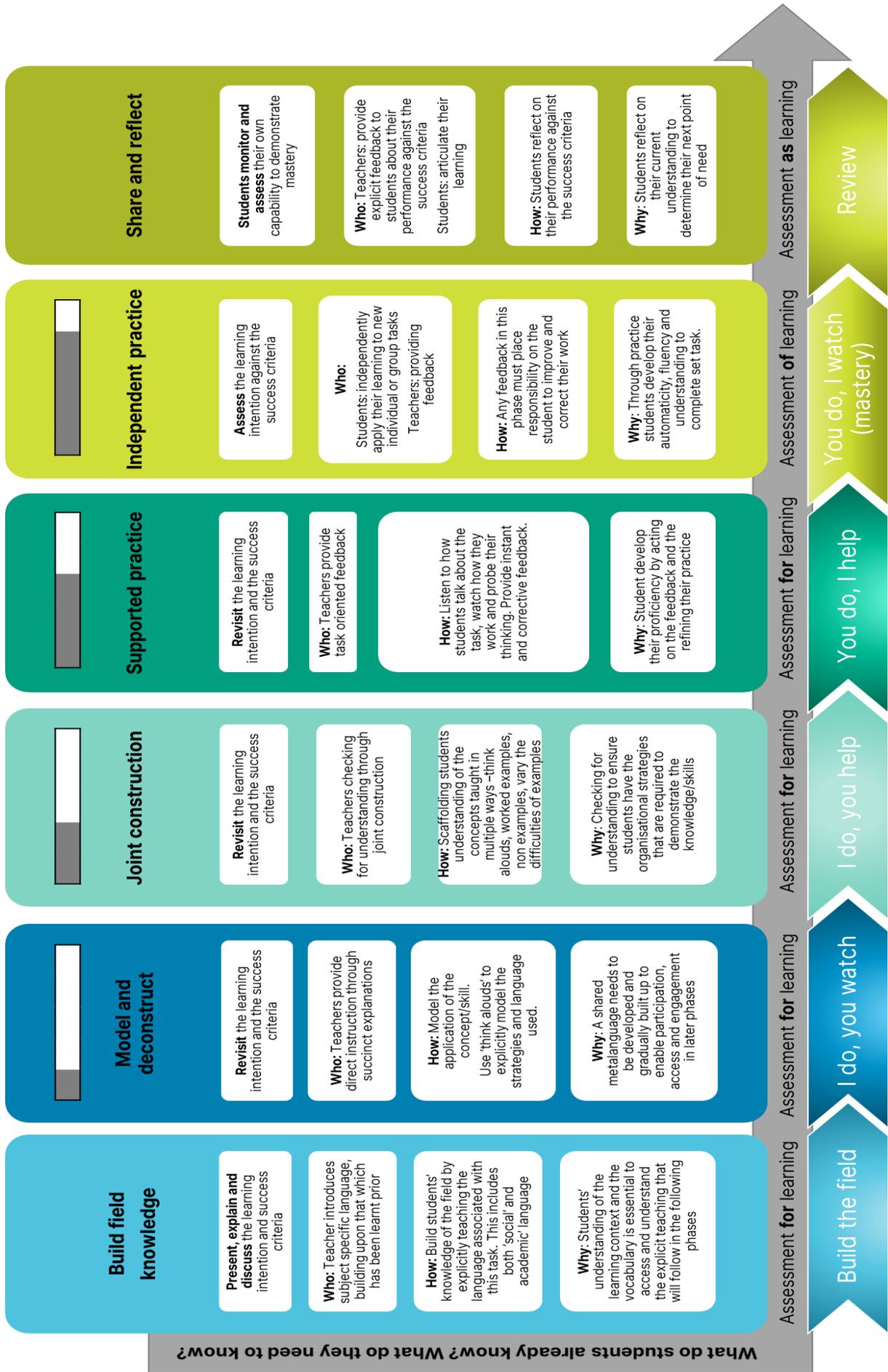
Related school policies are:

- Statement of Values and School philosophy
- Commitment to Child Safety
- Student Wellbeing and Engagement

Date: 17/06/22

Date for review: 1/03/26

APPENDIX 1



APPENDIX 2

