



CURRICULUM FRAMEWORK POLICY

Edgars Creek Primary School 5310

The vision of Edgars Creek Primary School is to empower all students to strive for excellence and become independent lifelong learners. The school seeks to provide a positive, vibrant, and inspiring learning environment where students are the centre of all we do, valued, and encouraged to become community minded citizens, capable of learning at high levels. The school commits to students being at the centre of everything we do and celebrates the school motto “Leaning Together for Success” which embraces the essence of the school’s learning community.

Edgars Creek Primary School’s objective is to ensure all students leave our school literate, numerate and with the skills to explore new learning they find curious.

We are committed to:

- high expectations of ourselves and others.
- provide an educational program that develops students’ curiosity and creativity.
- develop responsible and engaged learners.
- foster tolerance, respect, and acceptance of others.
- build each student’s resilience and self-esteem.
- provide a curriculum that is rich and relevant and allows all students to succeed.
- promote a strong, supportive partnership between home and the school and the wider community.

Curriculum Overview

Edgars Creek Primary School implements the Victorian Curriculum inclusive of Levels A-D and Foundation to 6, which sets out what every student should learn during their first seven years of schooling. The curriculum is the common set of knowledge, and skills required by students for life-long learning, social development, and active and informed citizenship.

The design of the Victorian Curriculum is:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health and Physical Education
- The Humanities
- Technologies
- The Arts

Capabilities

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

The Victorian Curriculum Foundation (Prep) to Year 6 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Curriculum Provision

Edgars Creek Primary School will provide a teaching and learning program that will address the specific needs of students in relation to gender, additional learning needs, disabilities and impairments, giftedness, and students from culturally and linguistically diverse backgrounds.

Edgars Creek Primary School will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan, including in response to students transitioning to Edgars Creek from other schools.
- comply with all DET guidelines about the length of student instruction time required in Victorian schools
- resource programs with a viable Program Budget process.

Students will be organised into learning teams which correspond with the Victorian Curriculum bands of schooling:

- Foundation (Prep)
- Years 1 and 2
- Years 3 and 4
- Years 5 and 6

The structure of these learning teams will enable the knowledge and skills specific to the relevant band of schooling in the Victorian Curriculum to form the basis and focus of the teaching and learning program to be implemented.

Teachers will work in collaborative, Professional Learning Communities (PLCs) to plan and implement a differentiated teaching and learning program that caters for the individual needs of all students, including students with additional needs, who may be operating at various points along the learning continuum. The Victorian Teaching and Learning Model will guide the selection and use of effective teaching practices and inform the decisions about highly effective teaching approaches.

Literacy

The school provides a strong focus on literacy and numeracy along with a comprehensive curriculum. Students have daily lessons in reading, writing and mathematics combined with a focus on hands-on learning. A rich library, along with classroom libraries, invites students to foster their love of learning. In the junior classrooms a phonics program supports students with their early reading skills. The use of mentor texts across the school promotes a passion for writing, coupled with the Writers Notebook approach. Speaking and Listening skills will be explicitly developed during reading and writing sessions and will be practiced and utilised during all other areas of the curriculum, including specialist subjects.

Numeracy

Mathematics lessons will focus on the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Students development of real life problem solving skills will be emphasised and fostered as students collaborate in mixed ability groups addressing real life mathematical concepts.

Inquiry

An inquiry curriculum, rich in real life experiences, and designed to foster curiosity in students will be implemented across the school. This incorporates the curriculum areas of History, Geography, Health, Technologies/Design Technology, Civics and Citizenship and Economics and Business.

Specialist teachers provide instruction in Physical Education, Science, Visual and Performing Arts and LOTE (Spanish). Interdisciplinary, personal, and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education experiences and excursion initiatives.

Digital

A BYOD 1:1 iPad program supports student learning across all areas and enables them to develop effective and efficient digital technological skills for the real world. Families can connect with their child's learning at home and follow classroom learnings.

Supporting students

The individual needs of students with additional needs are recognised with detailed planning including making reasonable adjustments to their learning programs. This may include students who are out of home care, students with a disability, learning difficulty or for whom English is an additional language. Support staff, allied health professionals and external agencies work with students and families to maximise student learning and cater for their individual needs.

Wellbeing

At Edgars Creek Primary School student wellbeing is embedded in our engagement and curriculum policies by creating an educational environment and curriculum that is inclusive and meaningful to all students. This fosters the wellbeing and social development of students, implementing a whole school social skills program and strongly promoting the school values of Respect, Responsibility, Curiosity and Courage. Families are supported with multiple ways to assist their child's academic and social development, partnering with staff to watch students grow and learn in a vibrant educational environment.

The learning environments at Edgars Creek Primary School cater for all students, including students with additional needs, to participate in the instructional model and facilitate a learning and learner-centred approach. The learning communities support and enhance a full range of learning which includes a variety of learning and teaching activities for a range of group sizes from individual, one to one, small collaborative groups to larger group learning including:

- direct, explicit teaching, demonstration, and presentation
- dialogue, storytelling, community of inquiry
- meetings for discussion, planning and decision-making
- structured and free-form interaction and collaboration

- creative activities with media, general and specialised equipment and materials
- investigative activities with general and specialised equipment and materials
- construction, modelling and simulation through play-based learning and /or authentic settings
- display of learning resources and student work
- quiet reflective activities and/or individual research
- rehearsal and performance
- gatherings, assemblies ceremonies
- indoor and outdoor learning environments.

Instructional Model

The Gradual Release of Responsibility instructional model seeks to direct classroom instruction from teacher-centred, whole group delivery to student-centred collaboration and independent practice. This model will provide teachers with a framework for instructional planning, instructional delivery and assessment. It will result in greater consistency in the delivery of curriculum by identifying effective research based instructional practices and supporting teachers to design and deliver learning that addresses the diverse needs of all students.

Framework for Improving Student Outcomes

Edgars Creek Primary School will be adhering to the Department of Education and Training’s Framework for Improving Student Outcomes (FISO).

This consists of three areas (as shown below):



- The Improvement Cycle
- The Improvement Model, including six high-impact improvement initiatives, and
- The Improvement Measures.

The Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. Edgars Creek Primary School uses this cycle to self- evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our

activities and outcomes.

FISO Improvement Cycle

The FISO Improvement Cycle will guide:

- curriculum development and review
- assessment and improving student learning
- Professional Learning Communities during their weekly data and cohort planning meetings



The six FISO improvement initiatives are:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams.
- Empowering students and building a sense of school pride.
- Setting expectations and promoting inclusion.
- Building communities

The school will develop an AIP (Annual Improvement Plan) to guide the school on its continual improvement journey. This will be developed and endorsed by the school leadership and School Council annually (beginning in 2021). Ongoing monitoring and a formal review process will occur each six months, including the evaluation of set targets and goals.

Edgars Creek Primary School's Curriculum Development Implementation Plan outlines the activities and timelines to ensure the school successfully develops its approach to curriculum and assessment for its year of opening, with a view to the Implementation Plan being delivered in time for the School Review in the school's second year of operation (2022). The school review will provide an opportunity for the school to review its goals and targets, including for particular student cohorts. See Curriculum Implementation Plan.

Assessment and Reporting

Assessment and reporting are important processes that provide information about what students know and can do and to inform their future learning. They identify how well a student has learnt specific content or skills and ensures that the student, parent, and teacher understand where a student is on a learning continuum at a specific period of time.

As a new school, Edgars Creek Primary School anticipates that in its first years of operation it will enrol a higher proportion of students in Years 1 to 6 than would be the case for an established primary school. Ensuring that the school obtains student achievement data from the student's previous school will therefore be critical in ensuring that its curriculum and teaching practices are tailored to ensure effective continuity of learning. All students transferring into Edgars Creek Primary School from a government school will have the achievement data automatically transferred via CASES21, consistent with the Department's Enrolment Policy. For students transferring from a non-government school,

Edgars Creek Primary School will request reports and transition statements from the student's previous school.

Edgars Creek Primary School has an assessment schedule which outlines the tools used to gather information about and evaluate student performance. These include:

- pre and post tasks for units of study that will be used to shape learning programs and organise groupings for instruction
- provocation and prior learning tasks to activate student voice and prior knowledge and inform inquiry design
- a variety of tools used by teachers for observing, recording and analysing a student's abilities in order to plan the next steps. These include NAPLAN, DET interviews and other standardised and diagnostic tests, as well as observational records and notes.
- The Insight Assessment Platform used by teachers to assess the progress of all learners and support more targeted teaching practices. The Platform will support high-quality assessment practices and provides teachers with specific information to target the learning needs of students through its comprehensive data analytics and instrument reporting capabilities. Students' assessment data can be reviewed by teachers for diagnostic, formative and summative assessments.

As a Professional Learning Community (PLC), teachers will review the data collected from these assessments and collectively determine the allocation of a teacher to each learning group to ensure the needs of the students can be best met by the allocated teacher's expertise and skill. Each PLC will utilise the whole school Victorian Curriculum plan and collaborate to plan and document the teaching and learning program at both the band of schooling and curriculum area level. Microsoft TEAMS will be used to maximise efficiency and access for all staff. Teachers will be responsible for the documentation of the program they plan and provide for the group of students whose learning they have direct responsibility for, while the responsibility for improving the learning of the cohort will be the collective responsibility of the team and will occur each week through PLC processes.

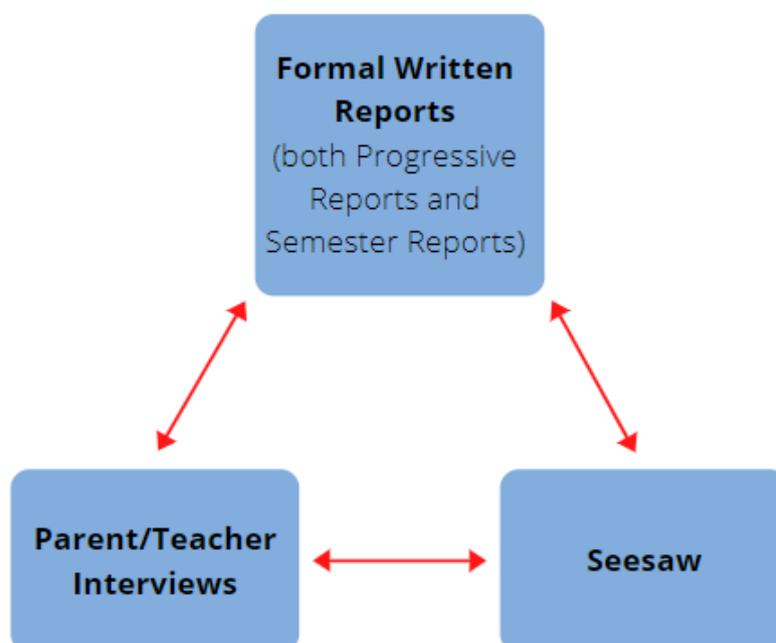
Weekly PLC meetings will involve teachers from the same learning community where instructional groupings are reviewed and learning intentions developed for the cohort of learners. Leadership staff will work as an instructional leader as part of these PLCs. There will be a different focus area of learning each week as PLCs, ensuring that across each term the learning program, teaching practice and resulting achievement is reviewed at least twice, creating learning cycles of 4 to 5 weeks in the following areas; reading, writing, word study, mathematics, inquiry and specialised learning. Evidence of student growth, progress, and achievement will be reviewed and utilised to evaluate effective teaching practice and determine the continuing learning needs that will become the focus for the next five week learning cycle. Based on this evidence and evidence they have gathered themselves, students will review and reflect upon their individual goals and set new ones that will drive their focus for the next learning cycle.

Teachers will use the Improvement Cycle as a PLC to identify the learning needs of their cohort and identify their own learning needs and that of others in their team. This will provide a focus for their own professional learning and ensure that teachers build their own capacity, including their professional knowledge, skills, and practice to improve student learning outcomes. This learning will be directly transferable to teaching practice and its effect measured through student learning gain at the conclusion of each learning cycle.

Reporting Student Achievement

Edgars Creek Primary School is committed to ensuring that every student has the best opportunity to achieve their full potential. Each semester our reporting of student progress to parents/carers is made

up of three components (as seen in the diagram below).



1. **Student Progressive Reports** distributed after each 5 week unit of learning, focusing on student achievement in literacy and mathematics for each unit. Progressive reports clearly identify an overview of the focus for the unit of learning, a picture of student learning, a rating for effort and behaviour and a rating for the essential learnings addressed for that child throughout the unit.
2. **Student Semester Reports**, distributed each semester, designed to clearly document your child's achievements against the standards set in the Victorian Curriculum. Teachers will also provide information about the student's engagement and wellbeing so parents/carers are fully informed in relation to the learning and development of the whole child.

As per Commonwealth reporting requirements:

- 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.
3. **Parent/Teacher Interviews**, enabling you the opportunity to discuss your child's progress and how to continue to support them at home. Interpreting services will be made available for communicating with parents/carers who require assistance in understanding their child's achievement and progress.
 4. **Class Dojo**, (third party software app) providing links between classroom learning and home through a digital platform

Throughout the semester parents/carers will be kept informed of their student's achievement progress and areas for future learning through the sharing of work samples and assessment tasks via Seesaw. This will align with units of learning and foster our home/school partnerships.

Informal opportunities for parents/carers to meet with teachers will occur before and after school on a

daily basis with all teaching staff being present in their learning community between 8.50am and 9.00am and 3.15pm and 3.25pm. All parents/carers will have a teacher contact for their child, known as their Home Group Teacher, to ensure that a strong relationship is developed, and effective communication is promoted.

Students will receive feedback about their current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

Teachers and Education Support staff will use formal and informal data to guide their planning and teaching on a short and long term basis. Trend data will be provided as evidence of the school's continuous improvement journey.

The school community will be informed via the Annual Report of student learning outcomes data.

Teaching and Learning Evaluation and Review

Through the Improvement Cycle and staff's Performance and Development cycle, teachers will reflect and review their teaching practice, based on cohort results. Mid-year and end of year review discussions will focus on this professional learning and its impact on improving student outcomes. All teaching staff will use the AITSL standards to assist in understanding and guiding teacher practice.

Through the use of professional practice days, teachers will undertake peer observations each term focussed on their area of inquiry and determined by their use of the Improvement Cycle. They will have the opportunity to give and receive feedback on their own teaching practice and that of others. This feedback will be utilised during discussions at both mid and end of year reviews as part of the Performance and Development cycle.

The School's Strategic Plan will set out the school's direction, goals, targets, and key strategies for improvement. The school's AIP will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, allocated into 12-month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement and strategies and how resources have been used.

The Leadership Team, consisting of the Principal, Assistant Principal(s), Leading Teachers and Learning Specialists will play a major role in the PLC's by providing instructional leadership and coaching to ensure scope and sequence and curriculum coverage is developed and monitored across the school for all learning areas and capabilities of the Victorian Curriculum. The effect of this work and the teaching and learning programs will be monitored by the School Improvement Team (SIT) on a regular basis, using student performance data to measure our impact on student learning outcomes.

The SIT team will continuously monitor student outcomes and track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus. Whole school data sets will include NAPLAN, Victorian Curriculum teacher judgements, Fountas and Pinnell data, Student Attitudes to School Survey data and Staff Opinion Survey data. These will be reviewed and indicate the success of the AIP and measure the impact of the Strategic Plan.

Data will also be used to determine student support options including for those at risk of not realising their potential, development of Individual Learning Improvement Plans, the provision of extra teaching support and/or referral for further assessments.

The Leadership Team will ensure the data is reviewed as described. The structure and workforce evaluated and the professional learning program that is based on identified student needs is designed and planned to ensure the capacity of teachers is continually increased and improved. Collective efficacy will be paramount and the promotion of professional collaboration in the context of participation in school improvement and PLCs will support the implementation of these key initiatives.

COVID-19 Processes and Procedures

During a pandemic, such as the 2020 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 relating to delivery of curriculum and matters relating to students at risk.

The current COVID-19 Operations Guide includes a COVID Safe Plan for Schools that ensures schools remain safe environments. Please contact the principal to view the operations guide.

FURTHER INFORMATION AND RESOURCES

- *Edgars Creek Primary School Statement of Values and School Philosophy*
- *Edgars Creek Primary School Community Code of Conduct*
- *Edgars Creek Primary School Student Wellbeing and Engagement Policy*
- *Edgars Creek Primary School Child Safety Policy*

REVIEW CYCLE

This policy will be approved by the School Council in February 2021 and is scheduled for review in November 2022.