

Curriculum Framework Policy

Grayling Primary School aims to establish a learning environment where young people achieve their personal best in the pursuit of their education and social development.

Grayling Primary School will realise this vision through the provision of a comprehensive teaching and learning program that empowers our students to contribute to their world, shape their desired future and develop the understandings, skills, capabilities and dispositions that will enable them to be the best they can be.

Grayling Primary School is committed to the safety and wellbeing of all children and young people and to providing a child safe environment where children and young people are safe, feel safe and have their voices heard about decisions that affect their learning, development and wellbeing.

Grayling Primary School has zero tolerance for child abuse.

CURRICULUM OVERVIEW

Grayling Primary School implements the Victorian Curriculum F-10 which sets out what every student should learn during their first eleven 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 F–10 is set out below:

Learning Areas

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

Capabilities

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

The Victorian Curriculum F–10 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.

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Following the Framework for Improving Student Outcomes (FISO), Grayling Primary School will use the latest research on student learning and global best practice to focus on key areas that are known to have the greatest impact on school improvement. Student learning will be driven by the six evidence based initiatives to enhance student achievement outcomes, wellbeing and engagement. These initiatives include:

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

To ensure the effectiveness of our school, the four state-wide priorities will underpin our curriculum framework. These are

1. Excellence in Teaching and Learning
2. Professional Leadership
3. Positive Climate for Learning and
4. Community Engagement in Learning

Grayling 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
- resource programs via a Program Budget process

CURRICULUM PROVISION

Grayling 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 diverse backgrounds and Language Backgrounds Other than English.

Our teaching and learning program will be structured with a strong emphasis on the development of highly literate, numerate and curious students. Our whole school Victorian Curriculum plan sets out the organisation and allocation of time for each of the learning areas and capabilities and our whole school timetable clearly shows how this will be implemented on a weekly basis.

English: At Grayling Primary School we believe all students can achieve high personal standards in Reading, Writing, Speaking and Listening. Literacy is an integral part of all areas of the curriculum and a key to success. We provide engaging and flexible learning programs designed to meet the needs of

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all individual students, these include: Reader's Workshop, Jolly Phonics, Writer's Workshop, Reader's & Writer's Notebook and a take home book program.

Literacy Goals at Grayling Primary School:

- Improved student learning outcomes in Literacy
- Improved teacher confidence and capacity in teaching Literacy
- Improved student engagement in Literacy

The Reader's Workshop is a daily session that runs for one hour and focuses on explicitly teaching reading strategies and skills, which students can apply to their own independent reading. Home reading and our take home book program is an important part of our reading culture, students are encouraged to read every night at home to help improve their reading and comprehension skills. The Writer's Workshop follows a similar structure with a focus on the '6 Traits of Writing'; Ideas, Organisation, Word Choice, Voice, Sentence Fluency and Conventions. It encourages students to take ownership over their learning and write about their interests. Jolly Phonics is a comprehensive program, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. The writer's notebook houses ideas that writers can return to in order to grow ideas, restructure, rethink, revise, connect ideas and ultimately choose from a variety of entries to publish for an audience. It supports the work of publishing. The reader's notebook becomes a personal storehouse of students' thoughts and feelings and a place to access them for later review, reflection, and sharing. It is also a way for teachers to systematically assess students' responses to the texts they are reading independently. Our classrooms provide an environment where students see themselves as writers, are motivated to write on a variety of topics, and are prepared to take risks. Teachers assess and monitor students' throughout the year to identify each students needs and plan for literacy teaching and learning accordingly.

Literacy Intervention:

Literacy Intervention assists students who have been identified as needing additional assistance in their literacy learning. Teachers work one on one or in small group situations to deliver an explicit, needs based, program. A range of hands on and interactive resources are used to address individual student needs and interests.

Classroom Helpers are an integral part of our school community at Grayling Primary School. They assist with literacy, numeracy, cooking, excursions and sport days/events and are welcome in the classroom. Classroom Helpers are required to attend a number of education sessions, sign agreements and have a current Working with Children's Check (WWCC) before they can assist in the classroom. For Literacy tips and ideas go to Parent Involvement on Department of Education & Training website.

Mathematics: Numeracy at Grayling Primary School is all about finding the students point of need and providing explicit instructions in small workshops to ensure that concepts are understood. Our

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students are then given multiple opportunities to practise, consolidate and apply these skills in a variety of ways. We have a strong commitment to continually look at ways to improve our teaching practices in mathematics through professional development and current research. We are also committed to acquiring the best maths resources to ensure your child has all the tools available to them to excel in mathematics.

Numeracy Goals at Grayling Primary School:

- Improved student learning outcomes in Mathematics
- Improved teacher confidence and capacity in teaching Mathematics
- Improved student engagement in Mathematics

At the core of everything we do is the Department of Education Proficiency Strands which are not separate to but have been embedded in the new Victorian Curriculum:

Understanding. Includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry.

Fluency. Includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles.

Problem Solving. Includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.

Reasoning. Includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

What Do We Do?

- During Professional Learning Team Meetings (PLTs) student numeracy data is analysed and collaborative discussion determines and informs future learning and the evidence of learning.
- We have created Mathematics Teaching and Learning Documents, Post-tests, evidence of learning tasks, moderated tasks, and effective strategies for teaching skills.
- Our Primary Mathematics Assessment schedule is vital in tracking what our students have learnt and what they need to learn. It includes Maths Online Assessment, Essential Assessment, NAPLAN, learning tasks and our own pre/post assessment tasks.
- Set Mathematics Learning Targets for each year level, each term and discuss target outcomes.
- Our Numeracy Leader works with teams and individual teachers, modelling effective practice. Using lesson plans, with a focus on clear learning intentions, success criteria, student reflection and hands on engaging tasks.

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- Provide Professional Development for staff on a variety of Maths concepts, teaching ideas, school priorities in relation to Primary Mathematics, effective teaching of number strategies and what makes a good maths question.
- Celebrate mathematics through National Numeracy Week. We also celebrate student learning by holding special assemblies for those students who have shown more than a year of learning growth.

An **Inquiry Learning** approach will be utilised to design learning experiences that enable the skills and knowledge of the following learning areas and capabilities to be developed.

Learning areas

- Science
- Health (& Physical Education)
- The Humanities
- Technologies

Capabilities

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

Our inquiry learning approach will capitalise on the inherent inquisitiveness and curiosity of learners. The Victorian Pedagogical Model will guide the design process we use where student voice and agency is captured and utilised to develop the architecture for the learning to come. The design process informs planning and ensures the needs and interest of our students are met. In our whole school Victorian Curriculum plan only the seed for each inquiry is stipulated which will provide the starting point and curriculum base for the inquiry to sprout and grow along with the interests and needs of the students throughout its duration.

English and mathematics skills and understandings will be where possible, linked to the inquiry assisting children and teachers to make connections between and across the learning areas. The capabilities will be incorporated in all learning areas while specific capabilities will be a contributing focus of the inquiry seed and a key consideration as the inquiry grows enabling the explicit development of the capability.

Our **specialist program** will provide focused instruction in the following learning areas and capabilities

Learning areas

- Languages - Spanish
- (Health &) Physical Education
- Stem- Science, Technology, Engineering & Maths
- The Arts

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Capabilities

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

Weekly sporting opportunities will be provided to students Year 4 -6 through their participation in both an intra school and inter school sporting program. Appropriately aged children will also have the opportunity to participate at the interschool, district, regional and state level in teams or as an individual. We will provide a camping program to enable children to develop skills and understandings in the area of outdoor education and to build their wellbeing and their social, emotional and positive relationships skills.

The use of Information and Communications Technologies (ICT) will be 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.

Grayling Primary School students will acquire communication skills in Spanish. They will develop an understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Wellbeing

Grayling Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing and engagement and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. The personal and social issues of students will be incorporated into their daily learning experiences and a flexible, relevant, inclusive and appropriate curriculum will be provided in response to them. A weekly wellbeing session will be included in the whole school timetable so the school values and behavioural expectations can be explicitly taught and social and emotional wellbeing can be fostered along with the development of positive relationships. The resilience, rights and respectful relationships learning materials will be utilised during these sessions to ensure that students develop the necessary social, emotional and positive relationship skills that empower them and keep them safe. This session will also provide opportunity for cross age and buddy programs to foster positive relationships and build a sense of

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community, contributing to the wellbeing and engagement of individuals and that of the school as a whole.

ASSESSMENT AND IMPROVING STUDENT LEARNING

Grayling Primary School will develop an assessment schedule that outlines the tasks, performances of understanding and assessment tools that will be utilised by teachers to gather information about and evaluate student performance. These will include:

- Pre and post tests 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 analyzing a student's abilities in order to plan the next steps. These include Essential Assessment, NAPLAN, Learning Tasks and other standardized and diagnostic tests, as well as observational surveys.

Teachers will review the data collected from these assessments and then together, determine the allocation of a teacher to each group of students to ensure that the needs of the children in that group can be best met by the allocated teacher's expertise and skill. Each learning community team 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 using google apps for education as their collaborative tool. 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 our PLT structure.

Data interrogation and student learning gain will form the basis of our weekly Professional Learning Team meetings that will involve teachers from the same learning community where instructional groupings are reviewed and learning intentions developed for the cohort of learners. Both the principal and assistant principal will work as an instructional leader as part of our PLTs. There will be a different focus area of learning each week at PLTs 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, spelling, mathematics, inquiry and specialised learning. These areas are indicated on the whole school timetable, demonstrating our whole school approach to implementing our Victorian curriculum plan. 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 in that area. 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 in that area.

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The following key questions will guide PLTs during their weekly data and cohort planning meetings

1. What do we want each student to learn?
2. How will we know when each student has learnt it?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when a student already knows it?

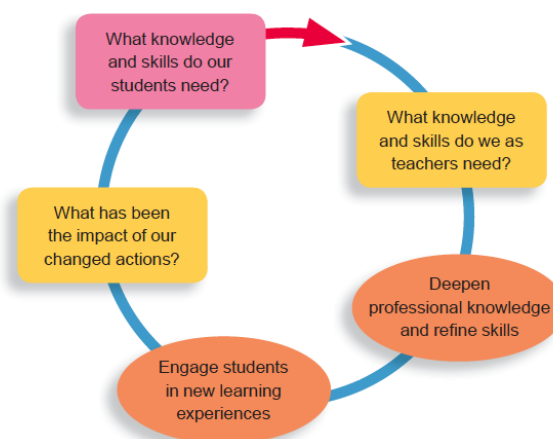
As teachers identify the learning needs of their cohort they will also identify their own learning needs and that of others in their team. This will provide the focus for their own professional learning and ensure that teachers build their own professional knowledge, skills and practice to improve student 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. Teacher capacity to utilise The Timperley Inquiry Improvement Model will be developed to enable them improve their practice to meet the student learning needs they identify during PLTs.

The Timperley model is grounded in the ability to identify fit for purpose data, to analyse the data and make correlations between student and teacher evidence that informs and measures the impact of professional teaming. The cycle consists of five dimensions, which will help you to breakdown the perennial teacher question: "Based on the needs of my students what do I need to know and do differently in my teaching practice to progress the learning of my students?"

Five Dimensions within the cycle:

1. What do my students need to be able to know, understand and be able to do?
2. What do I need to know and be able to do in response to my students' needs?
3. How do I go about deepening my knowledge and refining my skills?
4. What happens in the classroom when I apply my learning?
5. What impact did my learning have on my practice and on my students' learning?

Figure 1: Teacher inquiry and knowledge-building cycle to promote valued student outcomes



(Timperley et al., 2008)

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The weekly PLTs will enable teachers to reflect on their own learning and their teaching effectiveness using the student data evidence that is central to our data and cohort planning meetings.

TEACHING AND LEARNING EVALUATION AND REVIEW

Through the Performance and Development cycle, teachers will reflect and review their teaching practice, based on cohort results. These results will also enable the review of their Timperley inquiry cycle and mid and end of year cycle discussions will focus on this professional learning and its resulting increased capacity to improve student outcomes. Teachers will have the opportunity to revise, set and amend goals as appropriate throughout the process, based on the needs of their target groups and the cohort. 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 focused on their area of inquiry determined through the use of the Timperley Model Cycle of Inquiry. 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 as part of the performance and development cycle.

Their performance and development goals will align with whole school priorities, goals and targets that will connect student performance with teacher inquiries. Reflections and discussions will in turn guide professional learning opportunities for both individuals, teams and the whole school throughout the year and will contribute to the improvement of teaching practice across the school.

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

The Principal and Assistant Principal will form the Leadership Team in the initial stages of the school. They will play a key role in the PLTs 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 on a regular basis, using student performance data to measure our impact on student learning outcomes.

The school improvement team will include the whole staff in the initial stages of the school. It will continuously monitor student outcomes and will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

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Whole school data sets - NAPLAN, Victorian Curriculum teacher judgements, Student attitudes to school and Staff opinion survey results will be reviewed and inform the development of the AIP and measure the impact of the School Strategic Plan.

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

The Leadership team will ensure that data is reviewed as described above, 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 our 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 professional learning teams will support the implementation of key initiatives.

REPORTING ACHIEVEMENT

To students: Feedback will be given about 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.

To staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

To parents: Each semester parents will be provided with a written summary report that includes teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement and wellbeing so parents are fully informed in relation to the learning and development of the whole child.

Throughout the semester parents will be kept informed of their student's achievement progress and areas for future learning through the sharing of work samples and assessment learning tasks via the school's third party software- Compass and google classroom on the google apps for education platform. In time communication will align with the learning cycles and will foster Community Engagement in Learning.

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 the learning communities between 8.35 and 8:45am and 3.00 and 3.10pm. All parent/carers will have a teacher contact for their child, to ensure that a strong relationship is developed and effective communication is built and maintained.

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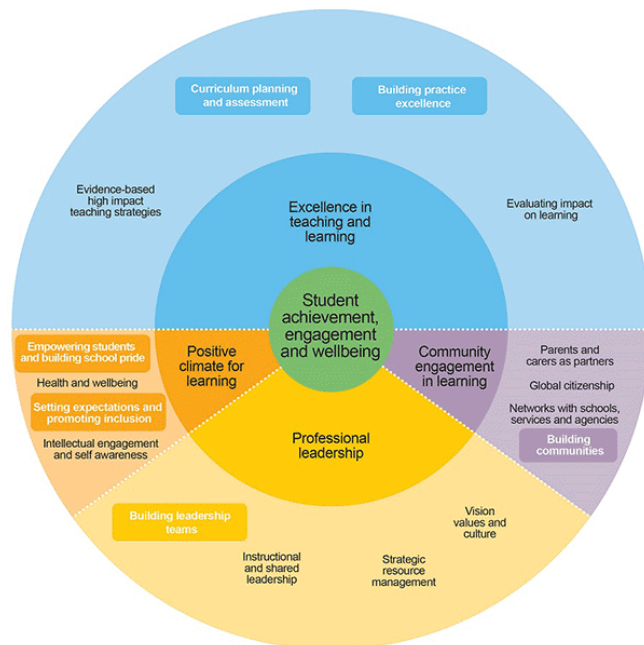
To community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Framework for improving student outcomes Overview

Our school will be following the Department's Framework for Improving Student Outcomes (FISO).

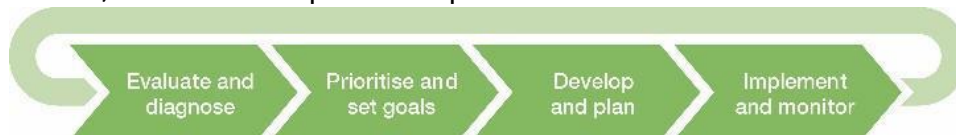
The FISO is made up of three elements:

- the Improvement Cycle
- the Improvement Model, including six high-impact Improvement Initiatives, and
- the Improvement Measures.



FISO Improvement Cycle

The Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. Our School uses the Improvement Cycle to: self-evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our activities, outcomes and plan for improvement.



FISO Improvement initiatives

The six Improvement Initiatives are:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Empowering students and building school pride

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- Setting expectations and promoting inclusion
- Building communities.

As a new school our 2020 – 2021 Annual Implementation Plan (AIP) will focus on:

- Student engagement
- Student achievement

Endorsement of our school's first AIP by the principal, Senior Education Improvement Leader (SEIL) and School Council President will be obtained in the first term of 2020.

Further information and resources

- Child safe policy

Review cycle

This framework was last updated on 07/09/2019 and is scheduled for review in Term 3/2023.