



Grey Street
Primary School Traralgon

Curriculum Framework

Ratified by
School Council: September 2023

Next Review: September 2026

Our purpose is to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world.

At Grey Street that means that we are all active and resilient learners, who learn in different ways. We challenge and support each other with our learning through setting goals, working persistently, problem solving, using feedback and reflecting on our progress. We value a culture of collaboration and mutual support that is focused on achieving success for all staff, students and members of the school community.

At Grey Street Primary School we are committed to maintaining a safe and inclusive environment for everyone, everywhere, all of the time.



Help for non-English speakers

If you need help to understand the information in this policy please contact Grey Street Primary School.

PURPOSE

The purpose of this framework is to outline Grey 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 student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Grey 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.

Grey 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 that is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level



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- 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](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Grey Street Primary School aims to empower resilient learners to think critically, actively problem solve, be respectful and positively contribute to their world. We believe all students can learn to high levels, and it is our mission is to make this happen. Grey Street is committed to “Working Together” to develop a learning environment that is friendly, safe and supportive for our students, teachers and parents/carers. We understand that students reach their full potential only when they are happy, healthy and safe. A positive and inclusive school culture where student participation is valued and woven into daily life, helps to engage students and support them in their learning. Our school encourages all students to strive for excellence and our progressive curriculum presents students with the opportunity to develop from novice to experts across a range of different learning areas. Our curriculum is planned and delivered in a sequential and consistent way from Foundation to Year 6. This allows students to build on previous knowledge, while applying their skills in new and authentic ways. At Grey Street Primary School, we value working with the community highly. Subsequently, our students have a range of opportunities at every year level, to interact with key organisations and have a positive impact on society. We also provide extensive, tiered intervention as well as a High Abilities program to provide targeted learning for all students in accordance with their needs. To support the delivery of this rich curriculum, 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 to track student development.

IMPLEMENTATION

Grey Street Primary School implements its curriculum from Foundation to Year 6 across all eight key learning areas as outlined in the Victorian Curriculum. Classroom teachers are responsible for planning and delivering sequential learning across the areas of English, Mathematics, Humanities, Science and Technology. Specialist teachers address the Arts (both Visual and Performing), Health and Physical Education and Languages (Chinese). At Grey Street Primary School, all teachers are responsible for the delivery of the Capabilities curriculums and we deliver The Resilience Project as a complimentary and supportive program alongside the RRRR curriculum.

At Grey Street Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5, 60-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



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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.

Language provision

Grey Street Primary School will deliver Chinese as a Language. Chinese, is one of the languages studied at our local Secondary Schools and provides a supportive learning base for students later studies in this area.

Pedagogy

Grey Street Primary Schools pedagogical approach combines the student-centred principals of FISO 2.0 with the evidence -based strategies of HITS. Teachers use cycles of inquiry in PLC teams to enhance their teaching practices and student outcomes. In the classroom, all lessons are planned and delivered using a consistent school wide instructional model. Explicit teaching practices provide students with the fundamental core knowledge and skills required to achieve at high levels. Structured assessment processes, diagnostic, formative and summative, provide teachers and students with a clear understanding of achievement levels and next steps for learning. Diagnostic and summative assessments are built into units of work and pacing guides, providing information for our tiered approach to intervention. Teachers at Grey Street Primary School also utilise a range of technology driven approaches to provide interactive and immersive learning experiences. We promote cross school interaction through the High Abilities Program and incorporate real-world, project based learning units to promote active student participation and foster passion for life long learning.

Assessment

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

Students at Grey 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 Grey 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 the Grey Street Primary School Yearly Assessment Schedule. 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,



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planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.

- Grey Street Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion model, 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.
- 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

Grey 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, Grey Street 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. Formal student reports are issued at the end of term 2 (semester 1) and 4 (semester 2) each year, with Parent Teacher Interviews being held in term 1 and Student Led Conferences in term 3. The semester reports 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. At all times, school teachers and leaders are available to discuss student's progress and how parents can continue to support their children at home. Interpreting services will be made available where required.

Specifically:

- Grey 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, 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).
- Grey Street Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

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.



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Review of school curriculum

Layer of review/planning	Process and data use	Responsibility	Timeframe
Whole school	<p>Process: Leadership team review data and set priorities in identified areas of need, in line with AIP processes.</p> <p>Data: Panorama data sets, Teacher Judgement, In-school summative assessments</p>	<p>Leadership team</p> <p>Learning Specialists</p>	Yearly
Curriculum Areas	<p>Process: Sub-school teams and leadership review curriculum framework policy, whole school curriculum, teaching and learning handbook and PLC practices at the end of each year to ensure systems, processes and allocated resources are appropriate.</p> <p>Data: In-school summative assessment data</p>	<p>Learning Specialists</p> <p>Sub school teams</p> <p>Leadership team including Assessment and reporting team leader</p>	Yearly or as needed if learning area is in development as outlined in AIP/SSP.
Year levels	<p>Process: PLC teams review Yearly Curriculum Plans, Term plans and pacing guides on Planning days and Curriculum Days.</p> <p>Data: In-school summative assessments, formative assessment, observations</p>	<p>PLC Leaders</p> <p>Learning Specialists</p>	Termly
Units and lessons	<p>Process: Year level teams work together to review units and lessons through PLC inquiries and Collaborative Planning sessions.</p> <p>Data: Pre and Post CAT data, formative assessment, moderation, observations</p>	<p>Year level teams</p> <p>Teachers</p>	Weekly



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Review of teaching practice

Grey Street Primary School reviews teaching practice via:

- 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.

Further information and resources

Policy and Advisory Library:

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

This policy should be read alongside:

- [whole school curriculum plan](#)
- Teaching and learning program for each learning area and capability
 - [Science scope and sequence](#)
 - [Spelling scope and sequence](#)
 - [Critical and Creative Thinking P-2 Scope and Sequence](#)
 - [Numeracy Essential Learnings](#)
 - [Writing Essential Learnings](#)
- [Teaching and learning program for each year level](#) (Yearly Planners)
- Unit plans/sequence of lessons. - **See year level TEAMS files**

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2023
Approved by	Principal
Next scheduled review date	September 2026