



# CURRICULUM FRAMEWORK



## Help for non-English speakers

If you need help to understand the information in this policy please contact Ferntree Gully North Primary School.

## PURPOSE

The purpose of this framework is to outline Ferntree Gully North PS'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 overview, literacy overview, numeracy overview, Prep, 1/2, 3/4, and 5/6 yearly and term overviews, and unit/lesson curriculum plans.

## OVERVIEW

Ferntree Gully North PS 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.

Ferntree Gully North PS 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](#)
  - [Sexuality and Consent Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Ferntree Gully North PS 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. Our school encourages students to strive for excellence in all of their endeavours. At



Ferntree Gully North PS 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.

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 the 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.

## **IMPLEMENTATION**

Ferntree Gully North PS implements its teaching and learning program clearly, including any core and specialist areas. At Ferntree Gully North PS, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 50-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 overview, literacy overview, numeracy overview, Prep, 1/2, 3/4, and 5/6 yearly and term overviews, and unit/lesson curriculum plans.

### **Language provision**

Ferntree Gully North PS will deliver Japanese as a Language, based on the languages taught at the surrounding secondary schools.

### **Pedagogy**

The pedagogical approach at Ferntree Gully North PS is in accordance with FISO 2.0, following our instructional model.

### **Assessment**

Ferntree Gully North PS assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Ferntree Gully North PS 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.

Data plays a key part in the ongoing school improvement process. The School Leadership team will track whole school data, cohort and/or individual data, and identify potential



teaching and learning areas that require further focus. All teachers at Ferntree Gully North Primary School assess student performance against the standardised learning outcomes as outlined in the Victorian Curriculum and guided by the school's assessment schedule ensuring all staff are analysing student data across all areas of the curriculum.

All staff follow the Ferntree Gully North Primary School assessment schedule and collate all assessment data within student files at the completion of the year. The following is a breakdown of formal assessment carried out.

- Teachers at Ferntree Gully North PS 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.
- Ferntree Gully North PS 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.
- 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

Ferntree Gully North PS reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Ferntree Gully North PS 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 Ferntree Gully North PS we have two written reports (term 2 and 4) outlining student achievement and progress foundation to year 10 and parents/carers/guardians/students can



discuss the school report with teachers and or school leaders. Two formal 3 way conferences are held in term 1 and 3. In addition families are able to meet with teachers or leaders as required.

The 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.

- Ferntree Gully North PS 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).
- Ferntree Gully North PS 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.

Parent-teacher interviews, conducted twice-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.

### Review of school curriculum

The table below is an example:

| Layer of review/planning | Process and data used   | Responsibility   | Timeframe                                 |
|--------------------------|---|--|---|
| <b>Whole school</b>      | The SIT works together across the year to review and revise the whole school overview for a two year cycle of learning. They look through whole school documentation as well as each team’s yearly overviews. | Principal<br>Assistant Principal<br>Learning Specialists | Reviewed yearly<br>Monitored continuously |
| <b>Curriculum Areas</b>  | PLTs work together each fortnight to review and revise how the curriculum areas of Literacy, Numeracy and Wellbeing are taught across the school. They use curriculum documentation, as well                  | Learning Specialists<br>PLTs                             | Reviewed yearly<br>Monitored continuously |



|                          |   |  |   |
|--------------------------|---|--|---|
|                          | as year level data to inform their discussions. Learning Specialists guide these teams and the discussions, and then report back to the SIT.  |  |   |
| <b>Year levels</b>       | Under the guidance of Team Leaders, Year level teams review and revise the yearly and term planning documentation each term to ensure they are teaching all areas of the curriculum. Learning Specialists support level teams within these discussions and provide guidance to teams if needed. | Learning Specialists<br>Team Leaders<br>Year Level Teams | Created yearly<br>Planned each term<br>Revised weekly |
| <b>Units and lessons</b> | Under the guidance of Team Leaders, Year level teams collaboratively plan units and lessons each week during planning meetings.   | Team Leaders<br>Year Level Teams                         | Overview each term<br>Planned weekly                  |

### Review of teaching practice

Ferntree Gully North PS 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](#)



### **POLICY REVIEW AND APPROVAL**

|                            |           |
|----------------------------|-----------|
| Policy last reviewed       | May 2023  |
| Approved by                | Principal |
| Next scheduled review date | May 2027  |