



CURRICULUM FRAMEWORK

Help for non-English speakers If you need help to understand the information in this policy please contact the school office.

PURPOSE

The purpose of this framework is to outline Epping Views Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, teaching and learning supports the achievement of every student. As detailed in the Strategic Plan, Epping Views Primary School seeks to develop rich academic programs, with a particular focus on Numeracy and Literacy, that are grounded in a SWPBS approach to support student wellbeing and amplify student voice and agency.

This framework outlines how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning to inform teaching and how we record and monitor student performance to report to parents and reflect on teaching practice.

This curriculum framework should be read alongside our whole school Scope and Sequence, Term and Weekly lesson plans.

OVERVIEW

Epping Views Primary school provides a comprehensive curriculum based on the Victorian Curriculum F-10, with a strong focus on literacy, numeracy and wellbeing.

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
- 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.

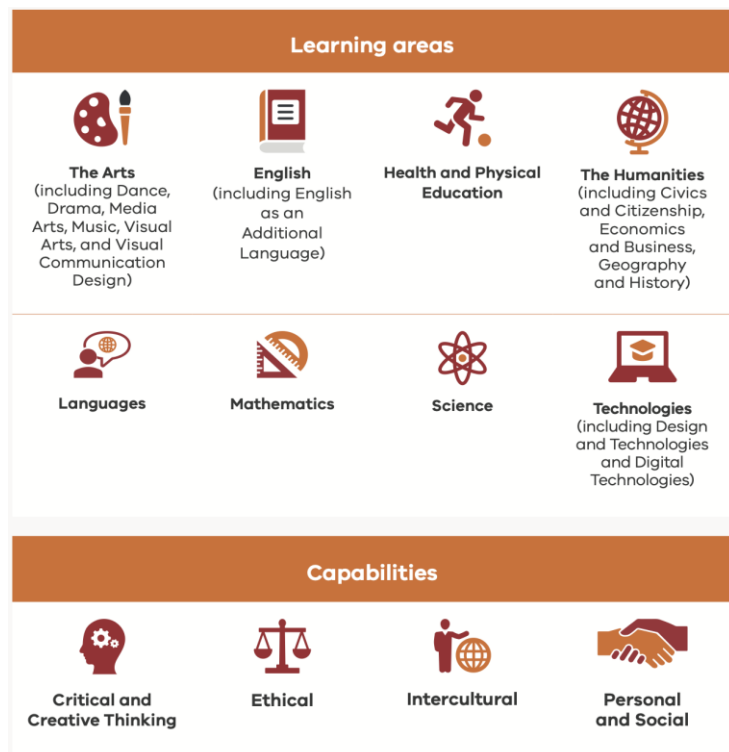
This curriculum aims to equip students with the knowledge, skills and attributes needed to complete their schooling with a strong sense of self and belonging, in order to make a successful transition from school to work, training, or further education.

Curriculum initiatives include:

- '6 + 1 Writing Traits' based on research by Ruth Culham
- 'Oral Language Investigations' based on research by Kathy Walker

- the ‘Epping Views Numeracy Instructional Model’, based on the work of Peter Sullivan and developed in consultation with Mathematics Association of Victoria,
- Tutor Learning Initiative based on Multi-Lit? To support students with additional needs when accessing grade level content
- Victorian High Abilities Program in English and Maths to extend students beyond grade level
- Social and Emotional Learning encompasses SWPBS, Mindfulness and Resilience, Rights and Respectful Relationships (RRRR) lessons to support the wellbeing of all students
- School Wide Positive Behaviour (SWPBS) framework supports student learning through clear, consistent expectations and positive values.
- Language Support Program (LSP) an intervention program supported by the Student Support Services (SSS) speech pathologist
- Zones of Regulation intervention program to support the development of self-regulation in students identified by teachers or parents/carers

In addition to comprehensive classroom programs offered in Literacy and Numeracy, a Specialist program provides targeted instruction in Science, Digital Learning, Visual Art, Physical Education, Language (Italian) and Library. An integrated classroom curriculum program addresses The Humanities, Civics and Citizenship and Health. Interdisciplinary, personal and social learning are addressed within these curriculum areas and include a focus on Indigenous perspectives and Sustainability awareness.



Curriculum Assistant Principals, Leading Teachers and Learning Specialists support teaching and learning teams across grade levels to ensure that curriculum development is evidence based, incorporates high-impact teaching strategies and is differentiated based on individual student data. Epping Views Primary Schools has dedicated Literacy, Numeracy, Wellbeing and School Wide Positive behavior teams to drive this work, and ensure consistent effective practice.

Across the school there is a high level of professional development, leveraging whole school professional learning and collaborative planning structures. These are utilized to ensure a shared vision within the school on curriculum development, common documentation and common understanding of the whole-

school curriculum by teachers. Multiple stake-holders including the School Improvement Team, Consultative Committee, School Council and parents are regularly updated about curriculum initiatives and student performance.

IMPLEMENTATION

Epping Views Primary School implements its curriculum in accordance with the learning areas and capabilities outlined in the Victorian Curriculum.

Curriculum Area	Description	Time Allocation
English including English as an Additional Language (EAL)	- Reading and Viewing - Writing - Speaking and Listening. Literacy is also integrated across other areas of learning.	10 hours per week
Mathematics	- Number and Algebra - Measurement and Geometry - Statistics and Probability Numeracy is also integrated across other areas of learning	5 hours per week
Learning for Life	- Science - Humanities (<i>Geography, History, Civics & Citizenship, Economics & Business</i>) - Technologies (<i>Design and Digital Technologies</i>) - Health This may include Project Based Learning (PBL), Electives, Oral Language.	2 hours a week and integrated across all curriculum areas
Social and Emotional Learning (SEL)	- School Wide Positive Behaviour (SWPBS) - Resilience, Rights and Respectful Relationships (RRRR) - Mindfulness	2 hours per week
Specialist Areas	Language (Italian) Science Physical Education (including Interschool Sport for 5/6) Visual Art Digital Learning Library	5 hours per week
Capabilities	The Capabilities include: - Critical and Creative Thinking - Ethical Capability - Intercultural Capability - Personal and Social Capabilities	The Capabilities are embedded across all curriculum areas.
Other	Cohort / whole school assembly	1 hour per week

Pedagogy

Mathematics

Epping Views Primary School utilises the Launch, Explore, Summarize, Relaunch Instructional Model (LESR) in Numeracy instruction. This research-based model allows students to explore standards aligned Learning Intentions and Success Criteria as they solve open-ended problems. Key mathematical skills are applied as students work collaboratively, explain and summarize their thinking with teacher support.

English

Reading Instruction is supported by a consistent instructional model which varies slightly according to the year level. This is also an important part of the Speaking and Listening dimension which is also embedded across other parts of the curriculum.

- **Whole class focus** - explicit teaching of reading strategies, text features and reading behaviours.
- **Independent reading** -students apply strategies and behaviours. Teachers confer with students about their reading and their individual goal.
- **Group work** - differentiated groups where students engage in purposeful learning activities. Teachers work with a small group to scaffold students with their next learning focus.
- **Reflection** - students reflect on the success criteria, individual goals and how this helps them to become a better reader.

The Writing Scope and Sequence is developed around different genres. From this students explore the structure, language features, and traits specific to the genre as they go through the writing process, editing and revising their work.

School Wide Positive Behaviour Support

In all classrooms SWPBS and Universal Supports are embedded to maximise effective teaching time and student wellbeing. Students are supported to identify and monitor their learning dispositions while adopting a growth mindset. Teachers both model and encourage students to reflect upon high impact strategies that allow them to build a positive sense of self, community and develop their identity as a learner.

Assessment and Reporting

Epping Views Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students 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. Internal assessments such as pre-tests and common assessment tasks inform teaching and reporting, along with English and Maths Online Interviews and standardised

assessments, including PAT. In addition, curriculum initiatives are driven by NAPLAN data and an analysis of school performance data including student, staff and parent surveys.

Key curriculum areas are reported on each Semester. Specialist areas (including, Italian, Visual Arts, PE, Digital Learning) are assessed against Achievement Standards in two year bands in addition to the Humanities, Personal and Social and Ethical capabilities. Priority curriculum areas such as Numeracy, Literacy and Science (3-6) are assessed against Achievement Standards at each level.

In addition to receiving reports, parent conferences occur multiple times throughout the year as outlined below:

- Term 1 Meet and Greet
- Term 2 Three Way Conferences
- Term 4 at Parent Request

All students receive a school report, including those on the Program for Students with Disabilities. There may be some instances in which a student receives a modified report in alignment with their Individual Education Plan.

EAL Students

Epping Views Primary School provides an EAL Pathway for EAL learners with little or no English proficiency. EAL support for these students is incorporated as part of the classroom learning environment to support students in communicating with their peers in a familiar environment. This is further supported in Foundation through the Oral Language Program.

In Foundation-Year 2, Epping Views Primary School recognizes that students who enter Foundation are generally pre-literate, regardless of their language background. As such, the EAL Pathway includes two levels of English Language Learning: Level A1 and Level A2. The progress within these levels equates to the rates of progression expectation in Foundation-Year 2.

In Years 3-6 students with little or no English proficiency, fewer than two years of formal learning and minimal home literacy experience will begin the EAL Pathway at Level BL, before progressing to Level B1. Learners with prior experience of formal learning but no proficiency in English begin at Level B1 and then progress through Levels B1, B2 and B3. The progress within these levels equates to the rates of progression expected in Years 3-8.

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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Whole School Professional Learning with a focus on data: <ul style="list-style-type: none"> - NAPLAN Benchmark Growth - Student Achievement Data - Annual Implementation Plan - writing of goals, monitoring and assessment - Staff Opinion Survey - Student Attitude to School Survey Data - Parent Opinion Data 	Leadership School Improvement Team Numeracy and Literacy Leaders Team Leaders All teachers	Semester One Semester Two
Curriculum Areas	Whole School Professional Learning aligned to the School Strategic Plan and Annual Implementation Plan Writing Moderation Numeracy CAT Moderation Team Leaders Meetings Year Level Team Planning School Improvement Team Meeting Curriculum Leaders Meetings	Leadership School Improvement Team Numeracy and Literacy Leaders Team Leaders All teachers	Each Term Fortnightly Weekly
Year levels	Student Achievement Data presentations each term to inform adjustments to Scope and Sequence. Use student data to determine support or extension/inclusion into High Ability Programs Implementation of whole school Assessment Schedule Benchmarking Data, Common Assessment Tasks Essential Assessment Data to reflect upon student growth and identify unfinished learning for future teaching and learning.	Leadership School Improvement Team Numeracy and Literacy Leaders Team Leaders All teachers	Each Term

Units and lessons	Pretest prior to introduction of new unit, to inform planning.	Leadership School Improvement Team Numeracy and Literacy Leaders Team Leaders All teachers	With each new unit of work
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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 \(including variation to hours\)](#)

- Please note that the Epping Views Primary School is under development and once this work has been completed links will be inserted to related local curriculum resources.

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Approved by	Mandy O'Mara
Next scheduled review date	July 2024