



Curriculum Framework Policy

(Ratified by School Council: 3 March 2021)

1. PURPOSE:

This policy is written to support the ongoing development and revision of Curriculum Documentation and content at Eastwood Primary School and Deaf Facility (EPS).

EPS regularly reviews Curriculum in response to current research and data. Curriculum Documentation and revisions are developed as a whole school to maximise scaffolding and transition from year to year.

Curriculum decisions are guided by our school's vision;

Our vision at Eastwood Primary School is to provide a challenging, enriching, safe and supportive environment that develops responsible and resilient individuals.

This school ensures that Curriculum development maximises guidelines published by the Department of Education and Training (DET), The Victorian Curriculum and Assessment Authority (VCAA & Victorian Curriculum), Australian Curriculum Assessment and Reporting Authority (ACARA).

Eastwood Primary School and Deaf Facility is a high performing school. In addition to our vision statement, curriculum development embraces the four preconditions that are identified as evident in high performing schools

Precondition 1 - Strong leadership that is shared, stable and sustained over time

Precondition 2 - High levels of expectation and teacher efficacy

Precondition 3 - Ensuring an orderly learning environment where every student is well known

Precondition 4 - A focus on what matters most

1. GUIDELINES:

2.1 To adhere to, and maximise the potential of DET legislation

2.2 To adhere to, and maximise the potential of VCAA and Victorian Curriculum guidelines and legislation.

2.3 To adhere to, and maximise the potential of the Australian Curriculum and Assessment and Reporting Authority (ACARA) legislation.

2.4 To utilise School Data to inform our whole school approaches to high quality development of teaching and learning, pedagogy and Curriculum.

2.5 To structure Curriculum to facilitate effective assessment & reporting.

2.8 Curriculum that exemplifies our vision. This manifests in student centred programs that prepare our learners for further Primary, Secondary and Tertiary education, in addition to building the four Capabilities of;

- i. Critical and Creative Thinking,
- ii. Ethical Capabilities,
- iii. Intercultural Capabilities, and,
- iv. Personal and Social Capabilities.

2.9 The Principal and members of the Leadership Team will effectively manage relevant budgets.

2.10 To plan for the effective development of Digital Literacy within the Curriculum to support and enhance teaching and learning outcomes.

2.11 To differentiate Curriculum content and standards of achievement to address specific needs of all students. This includes high achieving students, giftedness, different genders, special learning needs, disabilities, impairments, English as an additional language and intervention programs.

2. IMPLEMENTATION:

3.1 Whole School Planning

1. School planning at Eastwood Primary School and Deaf Facility is an integral part of the improvement process maximising Whole School Approaches and involving four key stages.
2. *Gathering and analysing data* – this includes student achievement and personalised learning needs
3. *Planning for improvement* – this includes breadth and depth in Curriculum planning
4. *Teaching and learning* – this includes;
 - Clear articulation of Learning Intentions and Success Criteria,
 - Individual student goal setting,
 - Sequential learning pathways,
 - A deep belief that all students can achieve,
 - cohort specific content
 - embedded opportunities for student self-reflection
 - A focus on metacognitive rigour and clear articulation of student thinking and reasoning

5. *Assessment and reporting* – as outlined in the EPS Assessment and Reporting Schedule

3.2 *Timetable allocation*

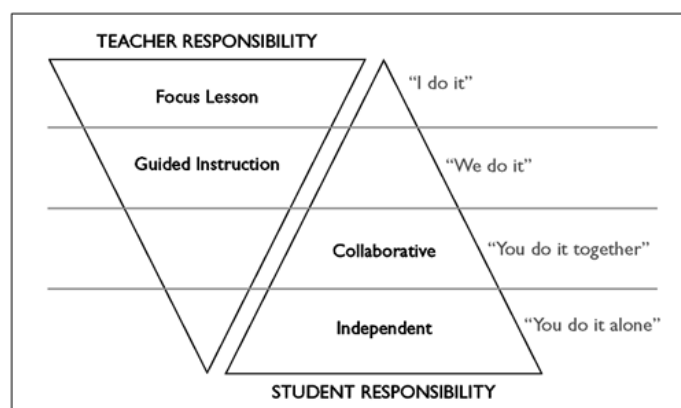
The timetable is structured on a weekly basis. Each period is 50 minutes and there are 6 lessons taught per day. The breakdown of the weekly cycle is as follows.

| Foundation to Year Six | | |
|-------------------------------------|--|------------------------------|
| Domain | Expected Sessions Per Fortnight | Minutes per Fortnight |
| English | 24 | 1200 |
| Mathematics | 12 | 600 |
| Science/Humanities/Inquiry/Assembly | 14 | 700 |
| L.O.T.E | 2 | 100 |
| Visual Arts | 2 | 100 |
| Performing Arts | 2 | 100 |
| P.E/Health | 2 | 100 |
| Digital Technology | 2 | 100 |

The above time allocation is a guide only and flexibility must be given when other extra-curricular activities may take precedence over the times outlined above.

3.3 *A model for success for all students*

Pedagogy and Curriculum will be explicitly planned using the Gradual Release of Responsibility Model. Furthermore, Learning Intentions and Success Criteria will be explicitly expressed wherever possible in all teaching and learning environments.



6. **RELATED LEGISLATION:**

Department of Education and Training (DET)

<https://www.education.vic.gov.au/school/Pages/default.aspx>

Victorian Curriculum and assessment Authority (VCAA)

<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<https://www.acara.edu.au/>

7. RELATED POLICIES:

This policy is to be read in conjunction with the Victorian Curriculum Foundation – 10 Overview statements.

8. POLICY EVALUATION:

Evaluation will be conducted bi-annually by the Leadership Team

9. **DUE DATE FOR REVIEW:**

Due for review in 2023