



CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Mount Egerton 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, year level and unit/lesson curriculum plans.

OVERVIEW

Mount Egerton 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.

Mount Egerton 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 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 plans 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](#)

Mount Egerton Primary School's vision is to provide a friendly and caring learning environment that engages students to work toward achieving their personal best in an atmosphere of mutual respect and co-operation, and assisting them to become valued members of the community. Mount Egerton Primary School's mission is to foster a number of core values and ultimately the attainment of the school purpose while catering for individual growth in a nurturing environment. Our school values of wisdom, kindness, integrity and courage are integrated into our school through our daily lessons and weekly student awards. 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 and include use of a variety of technology to assist in student learning. Due to our small numbers, our lessons are based on student interests and target every child's individual learning needs.

IMPLEMENTATION

Mount Egerton Primary School implements its curriculum in a two-year cycle, which is outlined in appendix A. At Mount Egerton Primary School, class time is structured into a fortnightly timetable, as we have the MARC van visit every second week. We have a minimum of 24 hours of learning per day, broken into 60 minute sessions. For the breakdown of time allocations see appendix B.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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 area and unit/lesson curriculum plans.

Language provision

Mount Egerton Primary School will deliver Auslan as a Language, based on the availability of LOTE teachers and a parent survey completed in 2021, which indicated the majority of families wanted their child to learn Auslan.

Pedagogy

The pedagogical approach at Mount Egerton Primary School is outlined in the weekly planner, with links made to the high Impact Teaching Strategies (HITS). Each lesson starts with a hook to **engage** the learners, then there is a whole class presentation for explicit teaching to **explain** the new learning. This is followed by independent practice for students to **explore** concepts and/or guided practice to **elaborate** for students needing support or extension. Each lesson finishes with a reflection to **evaluate** the learning.

Assessment

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

Students at Mount Egerton 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.

Our staff follow an assessment schedule, which outlines the assessments to be completed in various curriculum areas across the school year.

- Teachers at Mount Egerton 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 assessments may include, but are not limited to, tests and assignments, projects, Rubrics, performances, exit-tickets, anecdotal notes, checklists 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 and allow

sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.

- Being a small school Mount Egerton Primary School will develop Individual Education Plans (IEPs) for all students, including those 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

Mount Egerton Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mount Egerton Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term, including through twice-annual formal reporting.

At Mount Egerton Primary School written reports are sent home at the end of Semester 1 and Semester 2. We also hold formal parent-teacher-student conferences in early Term 1. Parents are also invited to meet with teachers when a new individual learning plan is written. Parents are able to set up a meeting time with their classroom teacher or Principal to discuss their child's progress at any point in the school year. See appendix C for the 2-year reporting plan.

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, if needed.

- Mount Egerton 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 all curriculum areas including English, Mathematics and Science.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted early each year, as well as opportunity when ILPs are distributed 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

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Appendix A will be discussed at an annual School Council meeting to ensure we are continuing to meet the Department of Education's regulations. Each term, a schedule will be set up by the Principal to ensure each curriculum area is taught as outlined in the whole school planner.	Principal/ School Council	Annually
Curriculum Areas	Each curriculum area overview will be discussed at an end of year planning meeting for the following year. Any necessary changes will be made to reflect any changes to the curriculum, or student learning needs.	Principal/Teaching staff	Annually
Units and lessons	Staff use the curriculum areas planner to plan units/lessons. PLC meetings, staff meetings, coaching conversations and classroom observations will regularly review the curriculum as it is taught.	Teaching staff	As required

Review of teaching practice

Mount Egerton 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 (Appendix A)
 - teaching and learning program for each learning area and capability
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	May, 2023
Approved by	Tegan Bell
Next scheduled review date	May, 2027

Appendix A – Curriculum Plan over a two year period

Teaching of subjects								
Subject	Even year Semester 1		Even year Semester 2		Odd year Semester 1		Odd year Semester 2	
	T1	T2	T3	T4	T1	T2	T3	T4
Number and Algebra	√	√	√	√	√	√	√	√
Measurement and Geometry	√	√	√	√	√	√	√	√
Statistics and Probability	√	√	√	√	√	√	√	√
Reading	√	√	√	√	√	√	√	√
Writing	√	√	√	√	√	√	√	√
Speaking and Listening	√	√	√	√	√	√	√	√
Science	√	√	√	√	√	√	√	√
PE (movement and physical activity)	√	√	√	√	√	√	√	√
PE (personal, social and community health)								√
The Arts	√	√	√	√	√	√	√	√
Critical and Creative thinking	√	√						
Ethical Capability								√
Civics and Citizenship	√							
Geography							√	
History					√	√		
Economics and Business (5/6)				√				
Intercultural Capability						√		
LOTE	√	√	√	√	√	√	√	√
Personal and Social Capability (self awareness and management)	√				√			
Personal and Social Capability (social awareness and management)		√						
Design Technologies							√	
Digital Technologies	√	√	√	√	√	√	√	√

Appendix B

Curriculum Plan – including time allocations

- The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

Domain	minutes per week
English	630-660
Mathematics	300
Science and STEM	120
Humanities	60
Capabilities and Respectful Relationships	120
LOTE	60
PE/ Health/Fitness	60
The Arts	60-90
Info & Communication Technology	60
TOTAL	1500 per week

Appendix C – Reporting Plan over a two year period

Subject	Reporting			
	Even year Semester 1	Even year Semester 2	Odd year Semester 1	Odd year Semester 2
Number and Algebra	√	√	√	√
Measurement and Geometry	√	√	√	√
Statistics and Probability	√	√	√	√
Reading	√	√	√	√
Writing	√	√	√	√
Speaking and Listening	√	√	√	√
Science	√	√	√	√
PE (movement and physical activity)	√	√	√	√
PE (personal, social and community health)				√
The Arts	√	√	√	√
Critical and Creative thinking		√		
Ethical Capability				√
Civics and Citizenship	√			
Geography				√
History			√	
Economics and Business (5/6)		√		
Intercultural Capability			√	
LOTE	√	√	√	√
Personal and Social Capability (self awareness and management)	√		√	
Personal and Social Capability (social awareness and management)		√		
Design Technologies			√	
Digital Technologies		√		√