



Curriculum Framework

Policy

Policy review team members: Lisa Grgic, Amy Hille, Education Committee: Dean Charge, Kim Wheeler, Deb Gardener, Jane Herring, Carolyn Smith, Hayley Gregory and Michelle Polley.

This policy was last ratified by the School Council on Monday 2 May 2022.

Purpose:

The Minimum Standards for School Registration require all schools to have a Curriculum Framework in place which must include:

- a curriculum plan showing how the eight learning areas will be substantially addressed and how the curriculum will be organised and implemented
- an explanation of how and when the curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum

This document includes a school summary, outline of curriculum provision, and outline of curriculum delivery at Mount Eliza Primary School. Further evidence of meeting the above requirements is demonstrated through the School Strategic Plan, Annual Implementation Plan, Specialist Timetable, Curriculum Plan with time allocations (Appendix A), Professional Learning Schedule including School Improvement Team (SIT), Professional Learning Communities (PLC) Leaders, Priority Team and PLC Team meetings.

Scope

This policy applies to all school learning areas across the school.

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School Profile

Mt Eliza Primary School is located south-east of Melbourne at the northern end of the Mornington Peninsula. The School comprises 2.5 hectares of attractive gardens in a native treed setting. Excellent sporting facilities, including two multi-purpose facilities (the Building Education Revolution 'BER' gym facility plus our original basketball stadium/hall), external courts and turf oval. There are extensive play spaces, adventure playgrounds and passive areas with shade cover.

Mt Eliza Primary School is 150 years old but moved to its present site in 1929 when a one-roomed rural school was moved from Mordialloc as a facility in which to educate an increasing number of students. This building is now known as our 'Old School House' which stands proudly at the front of the school. The building was saved from demolition in 2004 by a group of hard working and passionate members of our school community. In 2009 our BER multipurpose centre was finished. This began our journey into the world of the 'Kitchen Garden', utilising the extensive kitchen facilities and creating garden spaces. Over the years, this program has provided our students with the capability and experience to grow their own foods and the skills and desire to create healthy and delicious meals from fresh seasonal produce. In 2021 we began our partnership with OzHarvest to become a FEAST program school, with our launch into the program occurring in 2022. Our newest building was completed in early 2019 which replaced our oldest wing at the school.

Since its inception, Mt Eliza Primary School has been synonymous with a strong sense of community spirit. In partnership with our community, we have developed a culture that reflects our five values: Respect, Responsibility, Resilience, Connectedness and Challenge. These values are the cornerstone of what we do; they support our approach to learning and are key to the way in which we develop respectful relationships across the school.

MEPS Motto - 'Together we grow'



We believe in a holistic view of education that equips our students with the attributes that they will need to lead purposeful and fulfilling lives, where social and emotional skills are as important as academic and professional skills. In addition to a strong focus on the building blocks of learning, literacy and numeracy, our students learn 'how to learn' and they are guided from their first days of school in the development of communication skills. Our programs deliberately promote and engage students in:

- How to communicate with each other
- Being kind to ourselves and one another
- How to be part of a team
- Understanding that we are all different
- How to support one another in the collective learning journey

Spending a day in our school demonstrates the varied and dynamic life of our learning community; one full of challenge, choice and opportunity, designed to see our students grow, flourish, and discover their abilities and passions in life.

MEPS Vision

A community connected in kindness through relationships, learning and values.

MEPS Mission

To improve the quality of student outcomes and teaching practice by:

- Promoting and maintaining healthy and productive relationships
- Developing a balance between explicit teaching and guided inquiry to build the capacity of learners; and
- Creating a culture of collective responsibility.

MEPS Values

As a School we value:

- Respect
- Responsibility
- Resilience
- Connectedness, and
- Challenge

MEPS Philosophy

We believe that all children have the capacity to be competent, capable and sophisticated thinkers, with endless ways and opportunities to express themselves.

Our How

Our curriculum is developed, delivered, assessed and reflected through the framework of the Victorian Curriculum. Our rigorous program places emphasis on a balance of explicit instruction in conjunction with guided inquiry and personalised learning approaches.

Driving our educational philosophy are the Department of Education and Training's two strategic priorities which tie together the various educational influences: **Learning and Wellbeing**.

The Annual Implementation Plan (AIP) supports the operationalisation of the four year School Strategic Plan, articulating how the school will implement, monitor and evaluate progress against the School Strategic Plan each year. The development of the AIP and ongoing monitoring of progress, including collection of evidence of impact, is led by the School Improvement Team and informed by school-wide input, discussion and feedback.

Mt Eliza Primary School works with external staff to improve teaching and learning. As a school we employ a School Counsellor/Social Worker who supports our families for educational, wellbeing and family needs. Social and Emotional Learning is a focus with the school nominated as a Lead school in the RRRR (Resilience, Rights and Respectful Relationships) program. The school employs support teachers to enhance and challenge student learning in Literacy and Numeracy.

Curriculum Provision

The Victorian Curriculum, together with the Victorian Early Years Learning and Development Framework, specifies the skills children



and young people need for success in work and life.

At MEPS, we follow the Victorian Curriculum F-10, which provides the framework for curriculum development for Foundation - Year 10. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum also integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.

We undertake a range of student assessment and reporting activities to inform the planning of teaching and learning, support student learning and development of goals, and report to parents.

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning.

The aim of the curriculum framework at MEPS is:

- To optimise student learning through the implementation of the Victorian Curriculum across each learning area from Foundation to Level 10.
- To use the Framework for Improving Student Outcomes (FISO 2.0, See Appendix B) to increase the focus on student learning in schools.
- To select and focus on improvement initiatives, monitor their progress and evaluate the impact on student outcomes using the FISO 2.0 Improvement Cycle (See Appendix C).

Implementation of the curriculum framework is delivered by:

- Whole-school curriculum planning across all 8 key learning areas to deliver the F-10 curriculum for all students reflecting the school's decisions, resources and priorities.
- Exploring and enhancing an understanding of student voice, agency and leadership as the key elements which empower our students.
- Enabling teachers to plan, prepare, assess student learning, collaborate, participate in relevant professional development, coaching and peer observation.
- Employment of Leading Teachers and/or Learning Specialists who:
 - are highly skilled experienced practitioners who provide specialised support for educators alongside their role as a classroom teacher.
 - build excellence in teaching and learning within the teaching service.
 - support the learning and development of colleagues and are comfortable in demonstrating a wide range of teaching strategies, building excellence and leading change.
 - use inquiry, evidence-based teaching strategies and evaluate their impact on student learning.
 - have deep knowledge and expertise in high quality teaching and learning.
- The PLC approach where teams use the FISO 2.0 Inquiry Cycle to support student learning.
- The use of High Impact Teaching Strategies (HITS) as a bank of reliable instructional practices teachers can use with confidence (See Appendix D).
- Assessment as an ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. Continuous reporting in the form of Learning Ladders.
- Reporting which communicates comprehensive information about student learning and achievement. Reporting to parents/carers, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.
- Measurement of student achievement that is reported to students and parents through Semester 1 and 2 Reports and to the Department of Education and the wider community through the Annual Report.
- The School Improvement Team (SIT) takes responsibility to lead their teams in the development and implementation of the Victorian Curriculum F-10.
- Outlining curriculum provisions in the school's strategic plan and AIP.
- Provision of professional development opportunities to ensure that teachers understand the requirements of the curriculum.
- Implementation of Professional Development Plans (PDP) for all teaching staff, as per DET guidelines. NB. During 2020 - 2022, PDP expectations were put on hold due to the COVID-19 pandemic. Staff could select to continue with individual PDPs or engage in the Statement of Expectations.
- All teachers working with their respective teams contribute to the development and implementation of curriculum planners for teaching and learning, and to implement student needs-based lessons using agreed planning templates, assessment tools and lesson structures.

Curriculum Delivery - Teaching and Learning at MEPS



Our Curriculum

Our programs are designed to tap into the natural curiosity of all students, develop strong core skills whilst also encouraging them to be thinkers, communicators and responsible citizens within the community. The curriculum across the school is informed by the Victorian Curriculum. Mt Eliza Primary School has developed a curriculum that places a strong focus on the explicit teaching and learning of literacy and numeracy. Our Inquiry Units are aligned with the Victorian Curriculum, and depth is added by drawing on a wide range of evidence-based resources and research to provide further detail and rigour.

Instructional Practice Models

We use a balance between teacher directed explicit instruction and more student directed inquiry. Our models for teaching are responsive to the situation and the desired outcomes. We do not have a 'one size fits all' approach to teaching and learning and, as such, recognise and implement a range of instructional practices that frame the learning across the school (see Appendix E).

In any unit of learning, you'll find teachers developing plans for deliberate, explicit teaching where the teacher demonstrates or shows the children specific concepts they want the class to focus on. At other times, it'll be more appropriate for the students to work collaboratively in developing hypotheses, thinking creatively and finding solutions to problems.

Explicit Instruction

Our strong focus on literacy and numeracy is supported by whole school consistency in these subject areas. Our educators effectively use explicit teaching to provide instruction, demonstrate concepts and build learner knowledge and skills.

In explicit teaching practice, educators show students what to do and how to do it, and create opportunities in lessons for learners to demonstrate understanding and apply the learning. A feature of this model is that the teacher makes an informed decision about the specific learning intentions and success criteria, based on student and cohort data, and makes these transparent to students, demonstrating them by modeling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).

As a result, our MEPS Explicit Teaching Instructional Practice model focuses on what is called the Gradual Release of Responsibility approach, known for its staggered stages of *'I do, We do, You do'*.

Our Inquiry Program

Learning does not occur the same way for all students; and as such, we need to use a broad range of techniques and approaches to engage and stimulate our vast array of learners. This is why we favour a balance between teacher directed learning and more student directed opportunities through our Inquiry Program.

Our Inquiry Program assists children to become curious, both in the classroom, and in the broader world. In addition to stand-alone core subjects, Inquiry Units seek to provide scope for students to apply their knowledge and skills 'in action'. This takes into consideration students' prior knowledge, interests and areas of conceptual learning that may still need development. Our Inquiry units allow for flexibility within the curriculum for students to pursue areas of interest and/or develop entrepreneurial skills; the criteria for success is negotiated and can be measured in multiple ways.

Agency

We all have agency, the capacity to act intentionally. Recognising and supporting agency across our school programs creates a culture of mutual respect, acknowledging the rights and responsibilities of students and the wider learning community; enabling students to take ownership of their learning and teachers of their teaching.

Personalising the Learning

Learning is a partnership between teacher, student and parent/carer. Teachers take the time to get to know each student; this is a strong feature of Mt Eliza Primary School. They develop insight into how students' social, emotional and intellectual capabilities may affect their learning. By knowing their students well, MEPS teachers are able to craft learning tasks that tap into student interests, meet their needs and provide appropriate levels of challenge.

Observation, information from families and a range of assessments allow our teachers to track student achievement over time. Assessments include: NAPLAN, standardised assessments in literacy and numeracy, as well as ongoing classroom based formative and summative assessments and student reflections.

Students are supported to pursue their interests, and we tailor their education accordingly.

Student Learning Diversity

We ensure that students' learning requirements are identified and catered for. Our teachers differentiate the curriculum to reflect the needs, strengths and interests of their cohorts. A differentiated classroom is a flexible and dynamic context for learning. The mode of teaching is varied to provide the most effective learning for students. Sometimes it will involve the whole class and sometimes small groups or individual students. Across the school, student grouping is flexible, depending on the goal for learning.

We acknowledge that some students will require adjustments that extend and enrich their learning. Some will require considerable support and others may require targeted support or systematic teaching to enable their engagement, learning and achievement.

Support



There may be times when a student requires additional support, beyond the scope of a differentiated classroom, to help them develop the skills and confidence required to tackle a broad range of tasks. Student support may be offered by either in-class assistance or through specific intervention delivered by expert teachers, tutors and/or learning assistants. Support ranges from personal organisation and behaviour management, to identified literacy, numeracy and language difficulties/disabilities, and/or additional aspects depending on developmental need and where appropriate in consultation with specialists/allied health. Recommendations from professional assessments are taken into account.

Extension and Enrichment

Mt Eliza Primary School recognises that all students deserve to have their academic needs met. The school aims to provide quality whole school enrichment for students of all ability levels through varied and rigorous classroom and co-curricular experiences.

Experiences that may be offered	Experiences aim to:
Australasian Problem Solving Mathematical Olympiad	<ul style="list-style-type: none"> ● promote academic rigour and intellectual challenge ● provide opportunities for critical analysis and emphasise higher-order thought processes (i.e. application, analysis, synthesis, evaluation) ● engender open-endedness which encourages student choice and negotiation ● enable student interaction with experts (e.g. guest speakers, excursions, mentors) ● encourage students to take risks and back their judgment when experimenting with new styles, ideas and approaches to learning or discovery ● facilitate the pursuit of in-depth investigation of authentic problems and the presentation of results to an appropriate audience ● allow students to work at their own pace ● require students to evaluate and reflect upon their own achievement and learning outcomes ● encourage constructive criticism and feedback
Chess Club	
The Mathematical Association of Victoria Maths Talent Quest	
Science Victoria's Science Talent Search	
Writing Competitions	
Victorian High Abilities Program (VHAP)	
Tutoring for high abilities students in Mathematics and Literature	

Assessment

Teachers use assessment to understand how and what their students learn. Our approach to student assessment refers to the ongoing process of: gathering, analysing and interpreting evidence; reflecting on findings; and making informed and consistent judgements to improve student learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- **Assessment for learning:** occurs when teachers use inferences about student progress to inform their teaching (formative assessment). This happens many times throughout the arc of a school day and is crucial in determining where a student is in the learning cycle.
- **Assessment as learning:** occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment). Depending on the task, students may be asked to reflect on their learning or work habits at different times in a lesson and/or as a way to determine 'where to next' in their learning. When students self-reflect, research shows that understanding is deepened.
- **Assessment of learning:** occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment). This may occur at the end of a unit of work or through more formalised assessments that are standardised, such as NAPLAN or the Progressive Achievement Tests (PAT).

Reporting to Parents and Carers

Teachers prepare individual student reports, in writing, twice a year (end of Term 2 and Term 4) and provide a summary of student

performance and achievement throughout Semesters 1 and 2. The written reports assess against the Victorian Curriculum F-10 achievement standards or if reporting on students for whom English is an additional language, to the Victorian Curriculum F-10 EAL achievement standards.

Reports to parents provide information on the following:

- Student achievement and progress based on a five-point scale
- Age-related five point scale, where quality of a student's achievement is marked against what is 'expected' for students of that year level at the time of reporting, against the achievement standards in English, Mathematics and Science.
- Use of a 3 point scale to report on the Personal and Social Capabilities based on our school values.

Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders through parent teacher interviews, SSGs and IEP meetings, and other meetings as required.

Continuous Assessment

Continuous assessment allows for regular up-to-date information on student progress to be provided to parents and carers throughout the year. At MEPS, we use Learning Ladders as our continuous assessment framework, aligning with the Victorian Curriculum. Monitoring student progress is on-going.

Using the Learning Ladders, teachers assess student progress against a series of 'I can' statements (outcomes) that represent the skills and knowledge planned in the curriculum. Student attainment is determined by teacher professional judgment based on insightful data gathered in day-to-day formative assessments as well as summative assessments at the end of specific units of work.

All Learning Ladders are available for parents through our Sentral management system and are to be reported against after each unit or as decided by the PLC Year Level team.

MEPS Structure

At Mt Eliza Primary School, year level cohorts are divided into three areas - Early Years (Prep to Year 2); Middle School (Years 3 and 4) ; and Senior School (Years 5 and 6). Each area has an umbrella focus that sits above the core curriculum and provides an overarching developmental focus that is built upon as students progress through the school.

Early Years - Prep to Year 2 - Powered by Play

We believe in the incredible capacity of all children and acknowledge that they have '100 languages' from which to demonstrate their knowledge, creativity and curiosity.

Children in their first years of formal schooling bring with them considerable knowledge and our role is to build on that so that their experience of school is positive, encouraging and engaging. In order for this to happen, we have learned from 'what works best' in Early Childhood research by embedding targeted play based opportunities within the curriculum.

Play based and inquiry learning is the process during play when students inquire using their imagination to explore, experiment, discover, collaborate, improvise and create. Play based and inquiry learning has a positive influence on social, physical, emotional and cognitive development.

Using play as a conduit, our focus in the Early Years is on:

- Developing relationships
- Harnessing imagination, creativity and resilience through play
- Identifying and implementing point of need learning

Middle School - Years 3 and 4 - Future Focused

Learning across Years 3 and 4 sees a heightened focus on STEM principles. This sees students developing future focused skills particularly across the Sciences, Engineering and Technology spheres, played out for the most part through the MEPS Kitchen Garden Program.

In 2009, Mt Eliza Primary School became an early adopter of the Stephanie Alexander Kitchen Garden Program, embracing the Foundation's philosophy of 'Growing, Harvesting, Preparing and Sharing.' Over the years, this program has provided our students with the capability and experience to grow their own foods and the skills and desire to create healthy and delicious meals from fresh seasonal produce.

With an end to our Stephanie Alexander funding in 2020, we sought to develop a purpose-built MEPS Kitchen Garden program at Years 3 and 4 that could be embedded in the curriculum and address the interests and needs of the specific cohorts. Hence, our Years 3 and 4 Kitchen Garden program was designed, led by our classroom teachers and assisted by our helpful community volunteers. In 2022, this program expanded to incorporate the OzHarvest Program, inspiring children to eat healthily, waste less and become change-makers in their local community. Like any good FEAST, it's designed to be fun, engaging and filled with good food.

Senior School - Years 5 and 6 - Leaders of Today and Tomorrow



In Years 5 and 6, students develop relationships, ethics, citizenship and resilience through a focus on leadership. This focus provides students with practical leadership skills that they can start enacting immediately. Across the two years, students are introduced to challenges while providing them with tools to overcome them. Some of the leadership skills include:

- Goal setting – Student leaders learn the power behind purposeful goal setting and expectations and how they impact our success.
- Time management skills – Student leaders learn to estimate the time required to complete a task, be assertive and prioritise and negotiate time.
- Attitude to failure - Student leaders consider failure as an opportunity rather than an obstacle in their quest for a goal.
- Traits of a leader – Student leaders learn the character traits of a leader, the importance of courage and taking calculated risks. They also learn how persistence, resilience and acceptance affect their performance in a positive way.
- Public speaking skills – Student leaders learn to present their ideas in a confident, powerful and convincing way. They practise the most effective public speaking techniques and gain tools to express themselves in a positive and efficient way.
- Creative leadership – Student leaders learn to appreciate their own uniqueness and consider options in a creative way.
- Social skills – Student leaders learn about social skills and the importance of developing these skills in a variety of circumstances.
- Communication skills – Student leaders learn the power of language in communication and relationships. They learn to give and receive feedback in a productive and empowering way and are also given conversation tools to avoid conflict and enhance their group relationships.

Key Learning Areas

MEPS provides a sequential curriculum which includes literacy and numeracy programs as well as Health and Physical Education, The Arts - Performing Arts (Music, Dance, Drama) and Visual Arts, Languages Other Than English (LOTE - Indonesian), Sciences and Information Technology. The strong focus on wellbeing at our school is embedded through all our programs and specifically taught through health lessons and inquiry units, ensuring that the Personal and Social Capabilities are addressed. See website link for specific information regarding subject areas: <https://mtelizaps.vic.edu.au/curriculum/>

The classroom teaching program is supported by a wide range of extra-curricular activities including, but not exclusive to, excursions and camps, guest speakers, sports programs, additional drama and dance programs as well as a range of lunchtime clubs and activities. Curriculum planning occurs in teams with all staff members contributing to the development of classroom activities and experiences.

Further Information and Resources

DET Reports, Policies and Protocols

<https://mtelizaps.vic.edu.au/about-us/#policies>

Curriculum

<https://mtelizaps.vic.edu.au/curriculum/>

- Digital Technologies
- Indonesian
- MEPS Kitchen Garden incorporating the Oz Harvest - FEAST Program
- Literacy
- Learning Diversity
- Performing Arts (Music, Dance & Drama)
- Numeracy
- Physical Education
- Resilience, Rights and Respectful Relationships (RRRR)
- Science, Technology, Engineering and Mathematics (STEM)
- Visual Arts

Policy Review and Renewal

This Curriculum Framework Statement is current as of April, 2022 and is to be reviewed every 3 - 4 years.

Curriculum and teaching practice is regularly reviewed as per the table below.

Area	Timeframe	Person Responsible
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Whole School	End of each Review Cycle	School Improvement Team
Curriculum Areas	Yearly in line with Annual Implementation Plan goals	Priority Team Leaders
Year Levels	Yearly in line with Annual Implementation Plan goals	PLC Leaders and teaching staff
Units and Lessons	Yearly in line with Annual Implementation Plan goals	All teaching staff
Teaching Practice	Yearly in line with Annual Implementation Plan goals, Professional Practice Days and Professional Development Plans/Statement of Expectations.	School Improvement Team

Approved by: Dean Charge, School Council President



Signature:

Date: 02/05/22

APPENDICES

Appendix A - CURRICULUM PLAN (including time allocations)

Years Prep - 6

The curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis and will provide mandatory lessons for each year level across the 8 key learning areas as featured below, with a strong focus on Literacy and Numeracy. Key Learning Areas are also integrated into inquiry units, which require flexibility and fluidity. Whilst times are allocated below, it needs to be noted that this is an average over the year rather than a strict outline for each week.

Domain	Year Prep	Years 1 - 4	Year 5/6
	Hours per week	Hours per week	Hours per week
English	10	10	10
Mathematics	6	6	6
*Sciences and Technologies	1	1	1
#Humanities and Social Sciences/ Inquiry Unit of Work including History; Geography; Health; Civics & Citizenship	5	4	4
Languages (Indonesian)	50 mins	50 mins	50 mins
Health and Physical Education	50 mins	50 mins	50 mins
The Arts	50 mins	50 mins	50 mins
Sport	50 mins	50 mins	50mins
TOTAL	25.3 hours per week		

*Includes the Victorian Curriculum Learning Area of Technologies : Design Technologies and Digital Technologies.

#In addition the Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capabilities are taught through the units of Inquiry

Appendix B - FRAMEWORK FOR SCHOOL IMPROVEMENT (FISO 2.0)



Appendix C - FISO IMPROVEMENT CYCLE



Appendix D - HIGH IMPACT TEACHING STRATEGIES (HITS)



