

Curriculum Framework Policy

The vision for Davis Creek Primary School is to nurture a creative and collaborative learning environment where teachers and students can achieve beyond their goals. We also envision the development of a collaborative school community formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all students.

Davis Creek Primary School will realise this vision through the provision of a comprehensive teaching and learning program that empowers our students to contribute to their world through principled action, shape their desired future and develop the understandings, skills, capabilities and dispositions that will enable them to be the best they can be. We aim to provide students a future-focused education where they are engaged, empowered and energised learners who strive to make a difference to the local and global environment and demonstrate a high level of student agency.

Davis Creek Primary School is committed to the safety and wellbeing of all children and young people and to providing a child safe environment where children and young people are safe, feel safe and have their voices heard about decisions that affect their learning, development and wellbeing. Davis Creek Primary School has zero tolerance to child abuse.

Curriculum Overview

Davis Creek Primary School implements the Victorian Curriculum F-10 which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The design of the Victorian Curriculum F–10 is set out below:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health & Physical Education
- The Humanities
- Technologies
- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Following the Framework for Improving Student Outcomes (F.I.S.O), Davis Creek Primary School will use the latest research on student learning and global best practice to focus on key areas that are known to have the greatest impact on school improvement. Student learning will be driven by the six evidence-based initiatives to enhance student achievement outcomes, wellbeing and engagement. These initiatives include:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Empowering students and building school pride
- Setting expectations and promoting inclusion
- Building communities

To ensure the effectiveness of our school, the four state-wide priorities will underpin our curriculum framework. These are

1. Excellence in Teaching and Learning
2. Professional Leadership
3. Positive Climate for Learning and
4. Community Engagement in Learning

Davis Creek Primary School will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- comply with all DET guidelines about the length of student instruction time required in Victorian schools
- resource programs via a Program Budget process

Curriculum Provision

Davis Creek Primary School will provide a teaching and learning program that will address the specific needs of students in relation to gender, additional learning needs, disabilities and impairments, giftedness and students from culturally diverse backgrounds and Language Backgrounds Other than English.

Students will be organised into four learning communities based on year levels that correspond to the Victorian Curriculum bands of schooling. Prep/Foundation, Year 1 and 2, Year 3 and 4 and Year 5 and 6.

The structure and make up of these learning communities will enable the knowledge and skills specific to the relevant band of schooling in the Victorian Curriculum to form the foundation and focus of the teaching and learning program provided.

Teachers will work in collaborative, professional learning teams to plan and implement a differentiated teaching and learning program that caters for the individual learning needs of all students who will be operating at various points along the learning continuum. The Victorian Teaching and Learning Model will guide the selection and use of effective teaching practices and inform the decisions about highly effective teaching approaches. This includes drawing upon the latest research and evidence from resources such as:

- High Impact Teaching Strategies; Excellence in Teaching and Learning
- Practice Principles for Excellence in Teaching and Learning
- The Pedagogical Model
- The Art and Science of Teaching: Robert J. Marzano

Our teaching and learning program will be structured with a strong emphasis on the development of highly literate, numerate and curious students. An instructional model will support the teaching of literacy and numeracy skills based on the Gradual Release of Responsibility. Our whole school Victorian Curriculum plan sets out the organisation and allocation of time for each of the learning areas and capabilities and our whole school timetable clearly shows how this will be implemented on a weekly basis. (See Whole School Curriculum Plan)

English will be undertaken on a daily basis with focussed sessions for reading and writing. These will be implemented with students in like needs groups within the learning community. Speaking and Listening skills will be explicitly developed during both reading and writing sessions and will be practiced and utilised during all other areas of the curriculum and the weekly learning showcase.

Mathematics will be undertaken on a daily basis with focussed sessions for the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability, that will be implemented with students in like needs groups. The proficiency strands will be developed through hands on application of mathematics skills and understandings using real-life problem solving contexts with students collaborating in mixed ability groups.

An **Inquiry Learning** approach will be utilised to design learning experiences that enable the skills and knowledge of the following learning areas and capabilities to be developed. There will be six units of inquiry undertaken each year and they will be under the following broad transdisciplinary themes: Who we are, Where we are in place and time, How we organise ourselves, Sharing the planet, How the world works and How we express ourselves. These six themes connect strongly to the learning areas and capabilities.

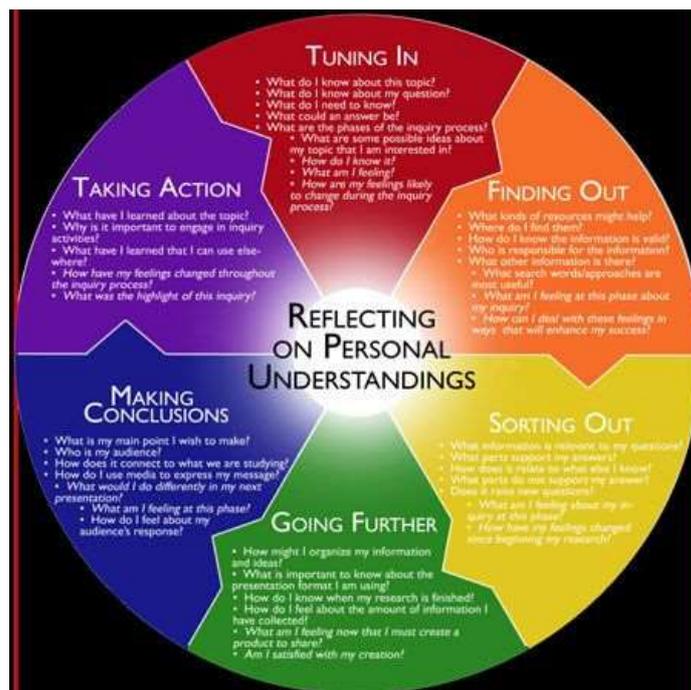
Learning areas

- Science
- Health (& Physical Education)
- The Humanities
- Technologies

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Our inquiry learning approach will capitalise on the inherent inquisitiveness and curiosity of learners. The school will utilise Kath Murdoch’s Inquiry Cycle to support the development of a curious and creative learners.



The Victorian Pedagogical Model and includes Kath Murdoch's Inquiry Cycle will also connect strongly to the research and evidenced based instructional practices. This pedagogical model will promote and support students to have voice and develop agency. This model of inquiry also supports students to develop the capabilities and life-long learning skills through transfer of important skills and dispositions through practice in an authentic and real-life context. We seek to develop our students to be thinkers (creative, curious and critical), communicators and develop character (perseverance, grit, tenacity and resilience), self-managers or agents of their own learning as well as developing social and emotional learning skills so that they develop positive relationships.

Students will be active learners and we believe learning by doing supports mastery. The design process informs planning and ensures the needs and interests of our students are met. In our whole school Victorian Curriculum plan only the seed for each inquiry is stipulated which will provide the starting point and curriculum base for the inquiry to sprout and grow along with the interests and needs of the students throughout its duration.

English and mathematics skills and understandings will be where possible, linked to the inquiry assisting children and teachers to make connections between and across the learning areas. The capabilities will be incorporated in all learning areas while specific capabilities will be a contributing focus of the inquiry seed and a key consideration as the inquiry grows enabling the explicit development of the capability.

Our **specialist program** will provide focussed instruction in the following learning areas and capabilities

Learning areas

- Languages – Japanese
- Health and Physical Education
- Visual Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Weekly sporting opportunities will be provided to students Year 4 -6 through their participation in both an intraschool and interschool sporting program. Appropriately aged children will also have the opportunity to participate at the interschool, district, regional and state level in teams or as an individual. We will provide a camping program to enable children to develop skills and understandings in the area of outdoor education and to build their wellbeing and their social, emotional and positive relationships skills.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes, adhering to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's Digital technologies (Internet, social media and digital devices) policy.

Student Wellbeing: The Berry Street Education Model

Davis Creek Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing and engagement and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. The personal and social issues of students will be incorporated into their daily learning experiences and a flexible, relevant, inclusive and appropriate curriculum will be provided in response to them.

Wellbeing will be included in the as an essential element of the school curriculum, so the school values and behavioural expectations can be explicitly taught and social and emotional wellbeing can be fostered along with the development of positive relationships. The school will also teach explicitly social and emotional learning skills and opportunities will be provided for students to transfer and practice these skills in other curriculum areas.

Assessment and Improving Student learning

Davis Creek Primary School has developed an assessment schedule (see appendices) that outlines the tasks, performances of understanding and assessment tools that will be utilised by teachers to gather information about and evaluate student performance. These include

- Pre and post tests for units of study that will be used to shape learning programs and organise groupings for instruction.
- Provocation and prior learning tasks to activate student voice and prior knowledge and inform inquiry design
- A variety of formative and summative tools used by teachers for observing, questioning to uncover student thinking, recording and analysing a student's abilities in order to plan the next steps. These include NAPLAN, DET interviews and other standardised and diagnostic tests, as well as observational surveys.

Teachers will review the data collected from these assessments and then together, determine the allocation of a teacher to each group of students to ensure that the needs of the children in that group can be best met by the allocated teacher's expertise and skill. Each learning community team will utilise the whole school Victorian curriculum plan and collaborate to plan and document the teaching and learning program at both the band of schooling and curriculum area level using google apps for education as their collaborative tool. Teachers will be responsible for the documentation of the program they plan and provide for the group of students whose learning they have direct responsibility for, while the responsibility for improving the learning of the cohort will be the collective responsibility of the team and will occur each week through our Professional Learning Community (PLC) process.

Data interrogation and student learning gain will form the basis of our weekly Professional Learning Team (PLT) meetings that will involve teachers from the same learning community where instructional groupings are reviewed and learning intentions developed for the cohort of learners. Both the principal and assistant principal will work as an instructional leader as part of our PLTs. There will be a different focus area of learning each week at PLTs ensuring that across each term the learning program, teaching practice and resulting achievement is reviewed at least twice, creating learning cycles of 4 to 5 weeks in the following areas; reading, writing, spelling, mathematics, and units of inquiry. These areas are indicated on the whole school timetable, demonstrating our whole school approach to implementing our Victorian curriculum plan. Evidence of student growth, progress, and achievement will be reviewed and utilised to evaluate effective teaching practice and determine the continuing learning needs that will become the focus for the next five week learning cycle in that area. Based on this evidence and evidence they have gathered themselves students will review and reflect upon their individual goals and set new ones that will drive their focus for the next learning cycle in that area.

The following key questions will guide PLCs during their weekly data and cohort planning meetings

1. What do we want each student to learn?
2. How will we know when each student has learnt it?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when a student already knows it?

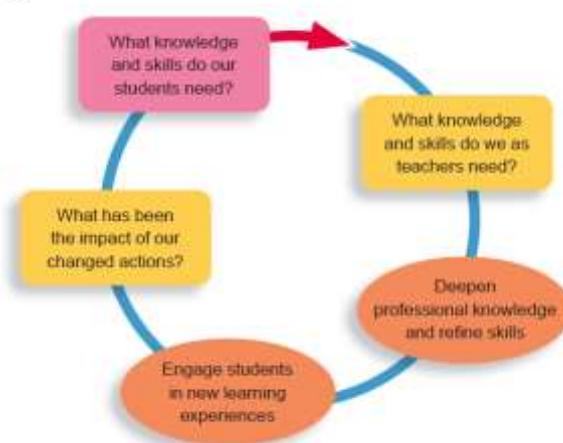
As teachers identify the learning needs of their cohort they will also identify their own learning needs and that of others in their team. This will provide the focus for their own professional learning and ensure that teachers build their own professional knowledge, skills and practice to improve student learning outcomes. This learning will be directly transferable to teaching practice and its effect measured through student learning gain at the conclusion of each learning cycle. Teacher capacity to utilise The Timperley Inquiry Improvement Model will be developed to enable them improve their practice to meet the student learning needs they identify during PLTs.

The Timperley model is grounded in the ability to identify fit for purpose data, to analyse the data and make correlations between student and teacher evidence that informs and measures the impact of professional teaming. The cycle consists of five dimensions, which will help you to breakdown the perennial teacher question: “Based on the needs of my students what do I need to know and do differently in my teaching practice to progress the learning of my students?”

Five Dimensions within the cycle:

1. What do my students need to be able to know, understand and be able to do?
2. What do I need to know and be able to do in response to my students' needs?
3. How do I go about deepening my knowledge and refining my skills?
4. What happens in the classroom when I apply my learning?
5. What impact did my learning have on my practice and on my students' learning?

Figure 1: Teacher inquiry and knowledge-building cycle to promote valued student outcomes



(Timperley et al., 2008)

The weekly PLCs will enable teachers to reflect on their own learning and their teaching effectiveness using the student data evidence that is central to our data and cohort planning meetings.

Teaching and Learning Evaluation and Review

Through the Performance and Development cycle, teachers will reflect and review their teaching practice, based on cohort results. These results will also enable the review of their Timperley inquiry cycle and mid and end of year cycle discussions will focus on this professional learning and its resulting increased capacity to improve student outcomes. Teachers will have the opportunity to revise, set and amend goals as appropriate throughout the process, based on the needs of their target groups and the cohort. All teaching staff will use the AITSL standards to assist in understanding and guiding teacher practice as well as The Art and Science of Teaching: Teacher Reflection Tool.

Through the use of professional practice days teachers will undertake peer observations each term focussed on their area of inquiry determined through the use of the Timperley Model Cycle of Inquiry. They will have the opportunity to give and receive feedback on their own teaching practice and that of others. This feedback will be utilised during discussions at both mid and end of year as part of the performance and development cycle.

Their performance and development goals will align with whole school priorities, goals and targets that will connect student performance with teacher inquiries. Reflections and discussions will in turn guide professional learning opportunities for both individuals, teams and the whole school throughout the year and will contribute to the improvement of teaching practice across the school.

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 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.

The Principal, Assistant Principal, Learning Specialists and the PLC leaders will form the Leadership Team, named as the Guiding Coalition. They will play a key role in the PLCs providing instructional leadership and coaching to ensure scope and sequence and curriculum coverage is developed and monitored across the school for all learning areas and capabilities of the Victorian Curriculum.

The professional learning teams and the guiding coalition will continuously monitor student outcomes and will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

Whole school data sets - NAPLAN, Victorian Curriculum teacher judgements, Student attitudes to school and Staff opinion survey results will be reviewed and inform the development of the AIP and measure the impact of the School Strategic Plan.

Data will also be used to determine student support options including for those at risk of not realising their potential, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

The Leadership team will ensure that data is reviewed as described above, the structure and workforce evaluated and the professional learning program that is based on identified student needs is designed and planned to ensure the capacity of our teachers is continually increased and improved. Collective efficacy will be paramount and the promotion of professional collaboration in the context of participation in school improvement and professional learning teams will support the implementation of key initiatives.

Reporting Achievement

To students: Feedback will be given about current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

To staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

To parents: The school will develop a continuous online reporting approach. Each semester parents will report that will include the teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement and wellbeing so parents are fully informed in relation to the learning and development of the whole child.

Throughout the semester parents will be kept informed of their student's achievement progress and areas for future learning through the sharing of work samples and assessment task via the school's apps of sentral. This in time communication will align with the learning cycles and will foster Community Engagement in Learning.

Informal opportunities for parents/carers to meet with teachers will occur before and after school on a daily basis with all teaching staff being present in the learning communities between 8.30 and 8:40am and 3.00 and 3.15pm. All parent/carers will have a teacher contact for their child known as their community teacher to ensure that a strong relationship is developed and effective communication is built and maintained.

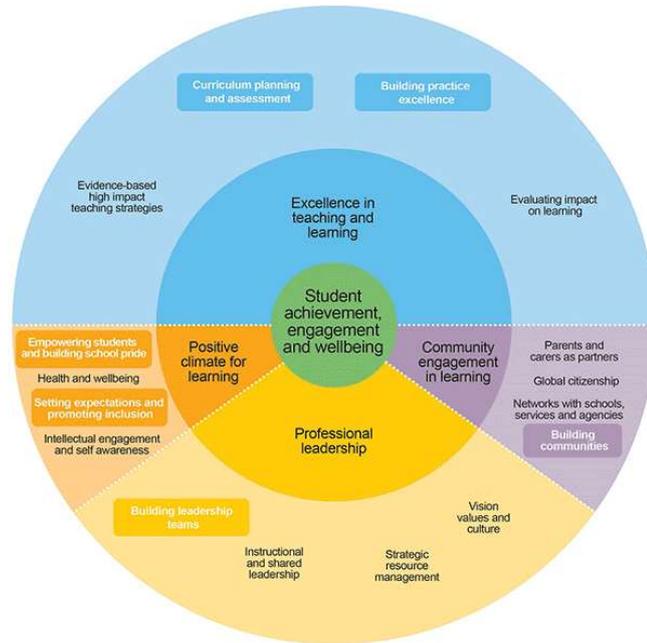
To community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Framework for Improving Student Outcomes (FISO)

Our school will be following the Department’s Framework for Improving Student Outcomes (FISO).

The FISO is made up of three elements:

- the Improvement Cycle
- the Improvement Model, including six high-impact Improvement Initiatives, and
- the Improvement Measures.



FISO Improvement Cycle

The Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. Our School uses the Improvement Cycle to: self-evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our activities, outcomes and plan for improvement. The continuum will be used to guide the development of the school’s first Annual Implementation Plan.



FISO Improvement initiatives

The six Improvement Initiatives are:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Empowering students and building school pride
- Setting expectations and promoting inclusion
- Building communities.

As a new school our 2020 – 2021 Annual Implementation Plan (AIP) will focus on:

- Developing an agreed instructional model for literacy and numeracy and support teachers to develop an understanding of the pedagogical practices.
- Developing a consistent approach to engagement and wellbeing based on creating a positive climate for learning.

Endorsement of our school's first AIP by the principal, Senior Education Improvement Leader (SEIL) and School Council President will be obtained within the first term of the school's operation.

Further Information and Resources

- Child Safety policy
- Student Engagement, behaviour Management and Wellbeing Policy.

Review cycle

This policy will be reviewed as part of the three year review cycle or if guidelines change.

Ratification Date	Review Date	Policy Number	Version Number	Date Produced
December 2019	2022	10	1	August 2019