CURRICULUM FRAMEWORK, ASSESSMENT AND REPORTING POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact Gembrook Primary School.

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PURPOSE

The purpose of this framework is to outline Gembrook 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.

Gembrook Primary School believes in a consistent approach to curriculum planning and delivery. This curriculum framework should be read alongside our whole school curriculum area scope and sequences, year level and unit/lesson curriculum plans.

OVERVIEW

Gembrook Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their education.

Gembrook 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 separate whole-school curriculum plans that document our teaching and learning programs.
- Reporting student learning against the achievement standards in the curriculum.
- Reporting student learning to students and parents in line with the Department of Education's Reporting Student Achievement and Progress Foundation to 10 policy.
- Complying with Department of Education policies relating to curriculum provision.

Gembrook Primary School is a vibrant and aspirational education community that is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Gembrook Primary School is dedicated to the continuous improvement of the school's priorities and culture. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school has high expectations and encourages students

to strive for excellence. At Gembrook Primary School our diverse, engaging, and inclusive curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our curriculum is planned and taught sequentially and allows students to have voice and agency in their learning. It is designed to develop thinking and social skills, and foster engagement with the wider community. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Gembrook Primary School has a curriculum plan which outlines, at a high level, the teaching and learning program:

- All year levels of education.
- Across all 8 key learning areas.
- Shows approximate time allocations for learning areas.
- Shows the subjects undertaken at each year level and their relationship to the key learning areas.

The eight key learning areas are:

Victorian Curriculum Key Learning Areas	Gembrook Primary School Key Learning Areas
English	Reading, Writing, Spelling, Speaking and Listening, Indigenous Perspectives
Mathematics	Number and Algebra, Measurement and Geometry, Statistics and Probability
Science	Chemical, Biological, Physical and Earth and Space
Humanities/Social Sciences	History, Geography, Civics and Citizenship, Design Technologies, Digital STEM, Enterprise Market, Indigenous Perspectives
The Arts	Visual Art, Music
Languages	Italian
Health and Physical Education	Physical Education, Student First Aid, EDEC (Emerald and District Education Cluster – Interschool Sports), Life Education, Sexuality Education, Bullying Prevention and Education, Cyber Safety, Respectful Relationships, Consent Education
ICT	ICT embedded throughout the other 7 key learning areas, Cyber Safety

At Gembrook Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into 5 x 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, capabilities that are developed by students and the approximate time allocations for each learning area, are provided in our whole school, curriculum area scope and sequence, year level and unit/lesson curriculum plans. *Please refer to **Appendix A – Time Allocation Per Learning Area, Appendix B – School Wide Assessment Schedule, Appendix C – Curriculum Delivery***.

Language provision

Gembrook Primary School will deliver Italian as a Language (where possible, unless deemed exempt). Students acquire communication skills in Italian and develop an understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

PEDAGOGY

The pedagogical approach at Gembrook Primary School is in accordance with FISO 2.0 (Framework for Improving Student Outcomes). The student outcomes of learning and wellbeing are supported through leadership, teaching and learning, assessment, engagement, and support/resources. Gembrook Primary School understands that the integration of these elements promotes a positive learning environment that enables all students to become:

- Happy, healthy, and resilient.
- Successful lifelong learners.
- Active, informed members of just and sustainable communities.

ASSESSMENT

Gembrook Primary School accurately and comprehensively assesses student progress in line with the Department of Education's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Gembrook Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks and activities that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Teachers at Gembrook 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.

Gembrook Primary School assesses student learning and performance in the following ways:

- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in ***Appendix B – School Wide Assessment Schedule***.
- Assessments may include, but are not limited to, tests and assignments, projects, portfolios, performance observations, on demand testing, discussions or student-teacher conferences, and involvement in nationwide standardised testing processes, such as NAPLAN and English On-Line.

- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- The school will utilise dedicated learning management systems, such as Compass, SPA (Student Performance Analytics Platform) and Essential Assessment, to keep records that will provide a rich mixture of observations, results, reflections, and discussions.
- Teachers will use the data they collect to make judgements about student achievement against the Victorian Curriculum strands and standards.
- Staff will participate in moderation and professional development involving assessment maps and annotated work samples in order to apply consistent judgements of student progress against Victorian Curriculum standards across the school.
- Teachers and students will work collaboratively through regular, timetabled conferences to develop, monitor, and assess individual learning goals, based on ongoing assessments.
- 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 an 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

Gembrook Primary School reports student progress to parents in line with the Department of Education's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Gembrook Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester. Formalised reporting includes DPATS (Digital Portfolio Assessment Tasks), currently in the curriculum area of Numeracy, and twice-annual official reporting against the eight key learning areas.

At Gembrook Primary School formalised reports will be in a written format that is easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Gembrook 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.
- Student achievement, progress and areas for future learning 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 English, Mathematics, Science, Inquiry, Physical Education, Music, Art, and Italian (where applicable).
- 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 also be used for reporting against the achievement standards in Personal and Social Capabilities and Ethical Capabilities.

- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Gembrook Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) and Disability and Inclusion students, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Individual Education Plans (IEPs) will be progressively developed for students who are assessed to be 12 months below or 12 months above their expected Victorian Curriculum achievement level. Individual Education Plans (IEPs) for all students will be developed in consultation with students, parents, and where appropriate, with others with specific expertise.
- Three-way conferences between parents, students and teachers will be conducted twice-yearly, to enable the opportunity to discuss the students' progress and how they can continue to be supported at home and at school. Interpreting services will be made available where required. Additional twice-yearly IEP (Individual Education Plan) meetings will be held for students who are reported at being 12 months below the 'expected' level.

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

Gembrook Primary Curriculum Framework 2023		
Curriculum and Teaching Review		
How	When	Who
Term Planning Day	Once a term	Learning Centre Teams & Curriculum Leader
Leadership Team Meetings (GIFT)	3-4 meetings a term	Leadership Team – Foundation, 1/2, 3/4, 5/6 leaders/Principal
Curriculum Development and Review	Curriculum Days 4 per year	Teaching Team and Educational Consultants
PLC (Professional Learning Communities) meetings	Weekly	Learning Centre Teams
PL sessions	Weekly	Teaching Team, Literacy/Numeracy Leaders, and Educational Consultants
Weekly planning sessions / documents	Weekly	Teaching Team Principal
Teacher PDPs	Annually	Teaching Team, ES and Principal
Graduate Mentoring	As required	Graduates, Mentors and Principal
Visible Learning and/or coaching	Once per term	Teaching Team and Principal

Review of teaching practice

Gembrook 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](#)
    - [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.
    - Teaching and learning program for each learning area and capability.
    - Teaching and learning program for each year level.
    - Unit plans/sequence of lessons.

COMMUNICATION

This policy will be communicated to our school staff in the following way:

- Included in staff induction processes and staff training.
- Included in staff handbook/manual.
- Discussed at staff briefings/meetings as required.

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Approved by	Principal
Next scheduled review date	May 2027

Appendix A – Gembrook Primary School Time Allocation Per Learning Area.

Learning Area	Minutes per week	Hours per week
Reading	300	5
Writing	240	4
Word Work	150	2.5
Mathematics	300	5
Blitzmaster	75	1 hour 15 minutes
Inquiry Learning	60	1
Science	60	1
LOTE Italian/Music	60	1
Art	60	1
Physical Education, Health, and Wellbeing	120	2
Positive Behaviours for Learning	30	30 minutes
Assembly	45	45 minutes
TOTAL:	**1500**	**25**

Gembrook Primary School
Assessment and Reporting Schedule 2023

Ongoing Assessment

- F & P Running Records
- Continuous Monitoring
- Moderation in English and Maths
- Self and Peer assessment
- Rubrics
- PLCs –Analysing student data
- *IEP Meetings – Semester 1 & 2*

	Term 1 *3 Way Conference*	Term 2 *Formal Semester 1 Report*	Term 3 *3 Way Conference*	Term 4 *Formal Semester 2 Report*
Foundation	**Literacy** English On-line Interview Oral retell / Presentation Spelling assessment: GPS Spelling Continuum Knowing your students reading habits Mesmer-First Words & Letters **Numeracy** Early Years Numeracy Interview Essential Assessment: Pre and post testing in Number and Applied topics: • Shape & Angle • Length & Time **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Shape & Angle 1 x Length & Time	**Literacy** Oral retell / Presentation M1OOW - reading Letter / Sound Identification Reading Benchmark Writing moderation Spelling assessment: GPS Spelling Continuum Mesmer-First Words & Letters **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mapping & Location • Chance Interim assessment **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mapping & Location 1 x Chance	**Literacy** M1OOW - reading Letter / Sound Identification Spelling assessment: GPS Spelling Continuum Knowing your students reading habits Mesmer-First Words & Letters **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mass, Volume & Capacity • Graphing & Statistics **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mass, Volume & Capacity 1 x Graphing & Statistics	**Literacy** M1OOW - reading Letter / Sound Identification Reading Benchmark M100W – spelling Writing moderation GPS Spelling Continuum SWST (extension) Mesmer-First Words & Letters **Numeracy** Essential Assessment Number Testing in Applied topics as required Interim assessment **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Time 1 x Revision

	Term 1 *3 Way Conference*	Term 2 *Formal Semester 1 Report*	Term 3 *3 Way Conference*	Term 4 *Formal Semester 2 Report*
Level 1&2	**Literacy** English On-line Interview (Gr.1) Oral retell / Presentation Letter / Sound Identification (at risk) M1OOW – reading and spelling SWST Spelling assessment GPS Spelling Continuum Common Cold Write Knowing your students reading habits Mesmer-First Words & Letters **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Shape & Angle • Length & Time **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Shape & Angle 1 x Length	**Literacy** Oral retell / Presentation Letter / Sound Identification (at risk) M1OOW – reading and spelling Reading Benchmark(F&P) SWST Spelling assessment GPS Spelling Continuum Common Cold Write Writing moderation Mesmer-First Words & Letters **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mapping & Location • Chance Interim assessment **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mapping & Location 1 x Chance	**Literacy** Oral retell / Presentation Letter / Sound Identification (at risk) M1OOW – reading and spelling SWST Spelling assessment GPS Spelling Continuum M2OOW –spelling Common Cold Write Writing moderation Knowing your students reading habits Mesmer-First Words & Letters **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mass Volume & Capacity • Graphing & Statistics **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mass, Volume & Capacity 1 x Graphing & Statistics	**Literacy** Oral retell / Presentation Letter / Sound Identification (at risk) M1OOW – reading and spelling SWST Spelling assessment GPS Spelling Continuum Common Cold Write Writing moderation Reading Benchmark(F&P) Mesmer-First Words & Letters *On demand reading (Grade 1 and 2 above level) optional* **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: Interim assessment *On demand Numeracy (Grade 1 and 2 above level) optional* **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Time 1 x Revision

	Term 1 *3 Way Conference*	Term 2 *Formal Semester 1 Report*	Term 3 *3 Way Conference*	Term 4 *Formal Semester 2 Report*
Level 3&4	**Literacy** Oral presentation SWST Spelling assessment GPS Spelling Continuum Common Cold Write Knowing your students reading habits **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Shape & Angle • Length **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Shape & Angle 1 x Length ***NAPLAN – Grade 3***	**Literacy** Oral Presentation On Demand Testing Reading Reading benchmark (F&P) SWST Spelling assessment GPS Spelling Continuum Writing moderation Common Cold Write **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mapping & Location • Chance Interim assessment On Demand Testing(optional): • Number and Algebra • Measurement and Geometry • Statistics and Probability **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mapping & Location 1 x Chance	**Literacy** Oral Presentation SWST Spelling assessment GPS Spelling Continuum Common Cold Write Knowing your students reading habits **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mass Volume & Capacity • Graphing & Statistics **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mass, Volume & Capacity 1 x Graphing & Statistics	**Literacy** Oral Presentation On Demand Testing Reading Reading benchmark (F&P) SWST Spelling assessment GPS Spelling Continuum Writing moderation Common Cold Write **Numeracy** Essential Assessment Number Testing in Applied topics as required Interim assessment On Demand Testing (optional): • Number and Algebra • Measurement and Geometry • Statistics and Probability **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Time 1 x Revision

	Term 1 *3 Way Conference*	Term 2 *Formal Semester 1 Report*	Term 3 *3 Way Conference*	Term 4 *Formal Semester 2 Report*
Level 5&6	**Literacy** Oral presentation SWST Spelling assessment GPS Spelling Continuum Common Cold Write Knowing your students reading habits **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Shape & Angle • Length & Time **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Shape & Angle 1 x Length ***NAPLAN – Grade 5***	**Literacy** Oral Presentation On Demand Testing Reading Reading benchmark (F&P) SWST Spelling assessment GPS Spelling Continuum Writing moderation Common Cold Write **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mapping & Location • Chance Interim assessment On Demand Testing(optional): • Number and Algebra • Measurement and Geometry • Statistics and Probability **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mapping & Location 1 x Chance	**Literacy** Oral Presentation SWST Spelling assessment GPS Spelling Continuum Writing moderation Common Cold Write Knowing your students reading habits **Numeracy** Essential Assessment: Pre and post testing in Number and Applied topics: • Mass Volume & Capacity • Graphing & Statistics **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Mass, Volume & Capacity 1 x Graphing & Statistics	**Literacy** Oral Presentation On Demand Testing Reading Reading benchmark (F&P) SWST Spelling assessment GPS Spelling Continuum Writing moderation Common Cold Write **Numeracy** Essential Assessment Number Testing in Applied topics as required Interim assessment On Demand Testing (optional): • Number and Algebra • Measurement and Geometry • Statistics and Probability **Digital Portfolio Assessment Tasks (DPATS):** These assessment tasks are released to parents as ongoing reporting throughout the term and assessed according to the VIC.CUR.; 1 x Number 1 x Time 1 x Revision

	Literacy	Numeracy	Other
Curriculum Delivery The curriculum at Gembrook Primary School is delivered using the content and strategies outlined in:	The Workshop Instructional Model & Gradual Release of Responsibility Model Principles of Beliefs in Reading, Writing & Spelling Literacy Scope & Sequences Principles of Teaching & Learning Assessment & Reporting Schedule	The Workshop Instructional Model & Gradual Release of Responsibility Model Principles of Beliefs in mathematics Numeracy Scope & Sequence Assessment & Reporting Schedule	The Workshop Instructional Model & Gradual Release of Responsibility Model Science Scope & Sequence Inquiry Scope & Sequence Art Scope & Sequence HPE Scope & Sequence Music Scope & Sequence Assessment & Reporting Schedule
Gembrook Primary School Curriculum Plan Gembrook Primary School uses the Victorian Curriculum as the basis for the planning of lessons.	Literacy planning documents	Numeracy planning documents	Art planning documents Music planning documents HPE planning documents Wellbeing & Respectful Relationships planning documents PBL planning documents
Common Resources	Fountas and Pinnell Benchmarking The Reading Strategies Book-Jennifer Serravallo A Writer's Notebook – Ralph Fletcher Writing Workshop – Ralph Fletcher 6+1 Traits of Writing (Upper & Lower) – Ruth Callum The Writing Strategies Book-Jennifer Serravallo Spelling It Out-Misty Adoniou M100W SWST	Michael Ymer Scope & Sequence Teaching Primary Mathematics – George Booker Essential Assessment	Primary Connections units