



# CURRICULUM FRAMEWORK

Heathmont East Primary School



## Help for non-English speakers.

If you need help to understand this policy, please contact office on (03) 9729 5439 or <https://heathmonteastps.vic.edu.au/>

## Purpose

The purpose of this framework is to outline Heathmont East 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

## Overview

Heathmont East 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.

Heathmont East 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 plan 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](#)
  - [Languages Education](#)
  - [Holocaust Education – Delivery Requirements](#)

At HEPS we believe all students are empowered to learn and achieve success; to be curious, engaged, collaborative, empathetic and critical thinkers.

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We believe that learning is a lifelong journey of growing knowledge and skills through exposure to new information, ideas and concepts across a wide range of curriculum areas. As learners, we need the ability to apply, process, make significant connections, critically reflect and articulate across differing situations to develop as individuals within a community. We work together with parents to empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

We strive to provide an engaging environment that underpins the development of learning and understanding for our students. Through our values of Respect, Resilience, Teamwork and Growth, we support and challenge the development of a growth mindset; enabling our students to be intrinsically motivated, curious, critical thinkers with the ability to reflect on their own learning and beliefs.

### School Values

As a school community, we have created a set of values which reflect our philosophy and community at HEPS. These values underpin the way in which we engage with; students, teachers and families to support a flourishing school community.

**Respect**- Respect for self, others and property

**Teamwork**- Working collaboratively and effectively with others to achieve our best

**Resilience**- Flourishing in the face of everyday and challenging situations

**Growth**- Recognising and celebrating social, emotional and academic growth

To achieve this, the school provides a structured and sequential teaching and learning program that delivers comprehensive, engaging and challenging curricula. HEPS fosters an atmosphere where every student feels connected and supported. With a proportion of students with English as an additional language, we recognise the richness that cultural diversity brings to our community. We are committed to creating a curriculum that acknowledges and respects the backgrounds of all our students.

Our lessons are crafted to help students build strong foundations in essential skills as they progress through school. Our curriculum is designed to develop deep understanding across a range of concepts throughout a student's school journey. We empower students to take ownership of their learning, promoting not only academic excellence but also the development of critical and creative thinking and social skills. Our curriculum extends beyond the classroom including engagement with the wider community and integrating a variety of technologies to enhance the learning experience.

To support the delivery of our comprehensive curriculum, we carefully select a wide range of educational resources, assign homework that complements classroom learning, and employ various student assessment and reporting activities. By providing a nurturing and supportive environment, HEPS aims to instil a love for learning, curiosity about the world, and the courage to face challenges, empowering students to thrive academically and personally.

## Implementation

Heathmont East Primary School implements its curriculum in an engaging way for students to feel empowered in their learning and achieve success:

- All students undertake year-long programs in English, Mathematics and Physical Education
- Humanities, technologies and Science key learning areas are completed in inquiry sessions
- All students undertake STEAM across all year levels
- All students undertake Art across all year levels
- All students undertake Music all year levels
- All students undertake Sustainability all year levels

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- All students undertake a language which is Japanese

At Heathmont East Primary School, class time is structured into a fortnightly timetable, with five hours of learning per day, with 1 30-minute session followed by six 45-minute sessions.

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, year level and unit / lesson curriculum plans.

## Language provision

Heathmont East Primary School will deliver Japanese as a Language, based on developing cultural understanding as outlined in the Victorian Curriculum.

## Pedagogy

The pedagogical approach at Heathmont East Primary School is in accordance with FISO 2.0, with the well-being and learning of students at the centre. Our planning and instructional models are implemented school wide.

At Heathmont East Primary School we continue to focus on a common instructional model, the adoption of high impact teaching strategies and pedagogical practices, and the use of high-quality feedback mechanisms. This occurs with an emphasis on collaboration in teaching teams and Professional Learning Communities to ensure that there is a focus on learning improvement for every student. Heathmont East Primary School encourages a personalised approach to teaching and learning where every student's education is structured and tailored to their needs via data driven instruction to support high levels of student engagement and attainment. To achieve this, the school provides developmental teaching and learning programs that challenge and support students to build their skills and knowledge. The programs provide a comprehensive, broadly based, inclusive curriculum.

## Assessment

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

Students at Heathmont East 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.

Heathmont East Primary School assesses student learning as part of the school-based curriculum program, including formative and summative assessment.

- *Teachers at Heathmont East 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.*

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- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions 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 (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.
- Heathmont East Primary School will develop Individual Education Plans (IEPs) for students 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

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

At Heathmont East Primary School progress reports are issued to parents/carers in both terms 2 and 4. Three-way conferences are conducted in terms 1 and 3 where parents and their child are invited to discuss achievement of learning goals. Interpreting services will be made available where required.

*The progress 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, to cater to our school community.*

- Heathmont East Primary School will report directly against the Victorian [Curriculum F-10 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 English, Mathematics and Science (where applicable).
- Heathmont East Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

## 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
<b>Whole school</b>	<p>The Heathmont East Primary School leadership team and Learning Specialists monitor the development whole-school planning documents including yearly scope and sequences across all curriculum areas and termly overviews.</p> <p>Evidence based research is used to guide whole-school approaches to teaching and learning</p> <p>Data used to review curriculum planning include; NAPLAN, PAT, Essential Assessment and moderated tasks.</p>	Principal Assistant Principals Learning Specialists	<b>Regular monitoring, yearly review and modification.</b>
<b>Curriculum Areas</b>	<p>The school uses the VCAA yearly scope and sequence documents to plan for each curriculum areas.</p> <p>Termly unit plans are developed for all curriculum areas.</p> <p>Each week, staff analyse student data to inform targeted planning.</p>	Learning Specialists Instructional Leaders Teachers	Each Term
<b>Year levels</b>	Each year level cross checks their planning with the VCAA documents to ensure full coverage of the curriculum.	Teachers	Each Term
<b>Units and lessons</b>	<p>Unit and lessons are developed, implemented and evaluated regularly to ensure point of need teaching for students.</p> <p>Centralised planning allows for units and lessons to be reviewed and evaluated.</p> <p>Staff access our assessment schedule to monitor student growth and achievement. This information is used to inform planning.</p>	Teachers	Each Week

## Review of teaching practice

- 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.

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## Communication

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

## Further Information and resources

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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 \(including variation to hours\)](#)

## Policy Review and Approval

Policy last reviewed	May 2024
Approved by	Principal
Next scheduled review date	Before May 2028