

POLICY TITLE: Curriculum Framework Policy
DATE DEVELOPED: March 2023
REVIEW DATE: March 2027

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.			
Critical Engagement with the World	Academic Excellence	Inclusive Learning Environment	Personal and Social Wellbeing

CONTEXT STATEMENT

Our vision at Essendon North Primary School (ENPS) is to be ‘Global learners and leaders, exceeding expectations.’ Our mission is ‘We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.’ We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected. As documented in our Strategic Plan we aim to provide an inclusive, rigorous learning environment that challenges and engages our students to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

Essendon North Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy. ENPS is proudly authorised as an International Baccalaureate World School offering the Primary Years Programme (IB PYP) and is a member of the Council of International Schools (CIS). We believe that in order to empower our students to be independent, innovative and engage with the world, we must provide transdisciplinary learning environments that foster creativity, conceptual understandings and an inquiry approach to learning.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an inquiry classroom curriculum program addresses the Victorian Curriculum Key Learning Areas of Science, The Humanities and Technologies. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Health and Wellbeing, Language (Chinese) and Visual and Performing Arts. The Capabilities, including Personal and Social learning are addressed within these curriculum areas and supported by a range of camps and excursion initiatives. Essendon North Primary School is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music, choir, ukulele, guitar, drums and extensive keyboard programs.

Teaching and learning teams across year levels ensure scope and sequence and curriculum coverage is monitored across the school. These Professional Learning Communities are currently responsible for core curriculum development and support the review and refinement of our Programme of Inquiry. Specialist programs from Foundation to Year 6 are delivered for Physical Education, Health and Wellbeing, Visual and the Performing Arts, Language (Chinese).

The Essendon North Primary School Executive Team is focused on annually reviewing our Programme of Inquiry and curriculum documentation. There is a consistent focus on continuous analysis of a range of data around school improvement to make evidence based decisions to improve student outcomes. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

POLICY

This policy outlines the framework in place at Essendon North Primary School for the organisation, implementation and review of a school's curriculum and teaching practices. This policy aims to ensure the learning areas are substantially and purposefully addressed, reflecting the requirements for school-based curriculum programs in Victorian government schools across Foundation to Year 6.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

At Essendon North Primary School the curriculum development and implementation expectations include:

- The Victorian Curriculum, the Standards and Practices of the International Baccalaureate Primary Years Program (IB PYP), and the PYP Scope and Sequence documents are all referred to in the development of curriculum at ENPS.
- The Victorian Curriculum is used as the framework for curriculum development from Foundation to Year 6 in accordance with Department of Education and Training (DET) policy and guidelines.
- The Standards and Practices of the IB PYP provide the framework for delivering the curriculum content from Foundation to Year 6, through the Programme of Inquiry (POI). This is developed in accordance with the requirements of the Victorian Curriculum, and with reference to the PYP Scope and Sequence documents.
- The Programme of Inquiry (POI) is designed to maximise the potential of all; empowering independence, excellence, innovation and engagement with the world. The POI makes connections across all disciplines to develop skills, knowledge and understandings. The POI is designed to be relevant, significant, challenging and engaging to all students from Foundation to Year 6. Within the POI, students inquire into and learn about the six globally significant transdisciplinary themes.
- The yearly Programme of Inquiry, inclusive of six units of inquiry for each year level from Year 1 to Year 6, based on the six globally significant transdisciplinary themes of the PYP, forms the basis of the curriculum delivery at ENPS. In Foundation, our students participate in one unit of inquiry per term, to further support their transition to school.

The six PYP transdisciplinary themes are: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves and Sharing the planet.

- The written units of inquiry are documented on the PYP planner and detail all of the learning experiences, assessment, resources and reflections from the unit. The Programme of Inquiry, Yearly Overviews and Scope and Sequence documentation provide a guaranteed and viable curriculum with academic emphasis.
- The curriculum is collaboratively planned, assessed and reflected upon by all teachers, inclusive of specialist teachers, involved in the unit of inquiry.
- At ENPS we provide a differentiated and inclusive curriculum that recognises and responds to diverse student needs, addressing the specific requirements of all students. When developing our Programme of Inquiry, and units of inquiry, we identify and cater for the different needs of individuals and particular cohorts of students.
- Each year during Term Four, ENPS undertakes a review of the POI. This review is overseen by the PYP Coordinators and undertaken at a number of school levels, including the Year Level teachers and Professional Learning Community (PLC) Leaders and Executive Team.
- ENPS complies with all DET guidelines in regards to the length of student instruction time required in Victorian schools.
- A critical element in the development of curriculum is preparing children for transitions; across year levels, from primary school into secondary school, and beyond.
- Teaching and learning programs are resourced through Program Budgets. Program Leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to both the Finance and Executive Teams.

Planning and Practice

At Essendon North Primary School we:

- use the Victorian Curriculum as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines
- develop a curriculum plan to provide 25 hours of student instruction per week
- identify and cater for the diverse needs of students when developing our curriculum plan. Teachers will implement a differentiated classroom program to ensure all students maintain growth and improved student outcomes.
- implement the Framework for Improving Student Outcomes (FISO) 2.0 as a model for continuous school improvement.
Key components include:
 - Evaluate and diagnose
 - Prioritise and set goals
 - Develop a plan
 - Implement and monitor
- facilitate curriculum planning, implementation and review through the Professional Learning Community structure and the allocation of planning time for teams to plan and document curriculum delivery, implement, moderate and analyse assessment.
- integrate the use of technologies across the curriculum to support the improvement of teaching and learning outcomes, adhering to DET Guidelines 'Using Digital Technologies to Support Learning and Teaching' and the Essendon North Primary School [Digital Learning Policy](#).
- review and prepare comprehensive annual program budgets. Our Executive Team, Learning Specialists and Professional Learning Community Leaders review, develop and submit annual budgets to the Finance Sub-committee and to the School Council.

Student Wellbeing and Learning

Essendon North Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. Essendon North Primary School will:

- provide a comprehensive curriculum approach that incorporates personal and social learning
- implement DET initiatives including Respectful Relations and School Wide Positive Behaviours
- provide relevant, significant, challenging, inclusive and engaging curriculum
- accommodate student developmental needs within the Victorian Curriculum stages of schooling.

Students with Disabilities

Essendon North Primary School strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff. At Essendon North Primary School, our vision is to be 'Global learners and leaders, exceeding expectations.' Our mission is 'We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.' We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected. This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students. Essendon North Primary School is committed to implementing an inclusive curriculum that ensures all students including students with disabilities, have access to quality educational programs that cater for their diverse needs. Individual Education Plans are developed, monitored and assessed as part of a continuous review cycle to ensure individual learning goals are targeted and achieved through the implementation of explicit teaching strategies. Essendon North Primary School liaises with DET Student Support Services and regional staff, such as the Visiting Teacher Service to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Essendon North Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and interpersonal relationships with the Koorie community, utilising the local Koorie Education Support Officers (KESO)
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs, in partnership with the Koorie community and with the support of KESO staff.

Curriculum and Teaching Practice Review

Curriculum reflections and reviews are conducted on a cyclical basis, ensuring alignment of current programs to the Victorian Curriculum and International Baccalaureate Standards and Practices. Our Executive Team will foster a culture of learning, collaboration and continuous improvement. Timetabled grade level collaborative planning time will ensure PLCs analyse data and use this to plan targeted differentiated teaching programs each week. Essendon North Primary School Programme of Inquiry curriculum documents and the Victorian Curriculum will be used by all staff for planning. Agendas/Minutes for weekly PLCs and planning documents will be stored centrally on Google Drive and accessible to all.

To support the continuous improvement of teaching practices the school will access internal and external expertise, mentoring, coaching, peer observations and individual meetings to support staff. DET policy, guidelines and resources will be used.

All staff will participate in the staff performance and development process (as guided by DET), in which goals will align with the school's Strategic Plan, Annual Implementation Plan and The Australian Institute for Teaching and School Leadership (AITSL) standards.

EVALUATION AND REVIEW

The school's Strategic Plan will set out the school direction, goals, targets and key improvement strategies. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan, monitoring and evaluating 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies. This information will also be made available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school's website.

The school will continuously monitor student outcomes using a variety of assessment strategies and tools including NAPLAN, Fountas and Pinnell Benchmark Assessment, English Online Interview, Maths Online Interview, school developed Curriculum Skills Spreadsheets and teacher anecdotal notes. Teachers will assess in line with the school's Assessment Schedule and ensure data is tracked, analysed and uploaded to Google Drive.

Whole school data will be tracked by the Executive Team, Learning Specialists, Professional Learning Community (PLC) Leaders and all teachers through PLC teams to inform curriculum planning. This data analysis includes the identification of goals and targets; to determine the differentiation and support required for students at risk, those requiring an IEP, those requiring extra teaching support or referral for further assessment.

Teachers will provide written reports to parents, in alignment with our Assessment of Student Achievement and Progress Policy. Reports will outline student progress against Victorian Curriculum standards.

Time Allocation per Victorian Curriculum Key Learning Area

The curriculum is based on the Victorian Curriculum standards and is taught through the International Baccalaureate Primary Years Programme (IB PYP) inquiry framework. The timetable at Essendon North Primary School is structured on a weekly basis and each session is 60 minutes. Each Unit of Inquiry is approximately six weeks in length, with the exception of Who we are, which runs throughout the year.

Learning Area	Strand	Time Allocation (Number of hours per week)			Learning Area (Number of hours per week)
		Foundation	Years 1 - 4	Years 5 - 6	
English	Writing	5	5	5	10 hours of English per week with a combination of each strand
	Reading and Viewing	5	5	5	
	Speaking and Listening	≈1 of direct instruction ≈25 of application	≈1 of direct instruction ≈25 of application	≈1 of direct instruction ≈25 of application	
	Spelling / Grammar / Word Study	≈1 of direct instruction	≈1 of direct instruction	≈1 of direct instruction	
Mathematics	Number and Algebra	3	3	3	5 hours of Mathematics per week with a combination of each strand depending on the unit focus
	Measurement and Geometry	1	1	1	
	Statistics and Probability	1	1	1	
Science	Science Understanding	Taught within: How the world works Sharing the planet	Taught within: How the world works Sharing the planet	Taught within: How the world works Sharing the planet	≈5 hours of Science Understanding is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these two Units of Inquiry)
	Science Inquiry Skills	Taught within: How the world works Sharing the planet	Taught within: How the world works Sharing the planet	Taught within: How the world works Sharing the planet	≈5 hours of Science Inquiry Skills are taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these two Units of Inquiry)
The Humanities	Civics and Citizenship	n/a	Taught within: How we organise ourselves (Years 3 and 4)	Taught within: Where we are in place and time (Year 5) How we organise ourselves (Year 6)	≈5 hours of Civics and Citizenship curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)
	Economics and Business	n/a	n/a	Taught within: How we organise ourselves (Years 5 and 6)	≈5 hours of Economics and Business curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)

The Humanities	Geography	Taught within: Sharing the planet	Taught within: How the world works (Years 1 and 3) How we organise ourselves (Years 1 and 4) Where we are in place and time (Years 2 and 3)	Taught within: Sharing the planet (Years 5 and 6)	≈5 hours of Geography curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)
	History	Taught within: How we express ourselves	Taught within: Where we are in place and time (Years 1, 2, 3 and 4) How we organise ourselves (Years 2) How we express ourselves (Year 3)	Taught within: Where we are in place and time (Years 5 and 6)	≈5 hours of History curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)
The Arts	Performing Arts	1	1	1	1 hour of the Arts curriculum
	Visual Arts	1	1	1	
	Unit of Inquiry	How we express ourselves			≈5 hours of The Arts are taught (in a transdisciplinary inquiry context during this unit)
Languages (Chinese)	Chinese	1	1	1	1 hour of the Language curriculum
Health and Physical Education	Personal, Social and Community Health	2	2	2	≈3.5 hours of the Health and Physical Education curriculum (Health and Wellbeing Specialist, Physical Education Specialist, Perceptual Motor Program and Personal and Social Learning classroom session)
	Movement and Physical Education	1.5	1.5	2	
Technologies	Design and Technologies	Taught within: Sharing the planet	Taught within: How we organise ourselves (Year 1) How the world works (Year 2) Sharing the planet (Year 3) How we express ourselves (Year 4)	Taught within: How the world works (Year 5) How we express ourselves (Year 6)	≈5 hours of Design and Technologies curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)
	Digital Technologies	Taught within: How we express ourselves	Taught within: Where we are in place and time (Year 1) How we organise ourselves (Years 2, 3 and 4)	Taught within: How we organise ourselves (Year 5) Where we are in place and time (Year 6)	≈5 hours of Digital Technologies curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)
Capabilities	Critical and Creative Thinking	Taught within: How the world works	Taught within: How we express ourselves (Years 1 and 2) How we organise ourselves (Year 3) Sharing the Planet (Year 4)	Taught within: How we express ourselves (Year 5) Sharing the Planet (Year 6)	≈5 hours of Critical and Creative curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)
	Ethical	Taught within: Who we are	Taught within: Sharing the planet (Years 1 and 2) Who we are (Year 3) Where we are in place and time (Year 3) How the world works (Year 4)	Taught within: Where we are in place and time (Year 5) Who we are (Year 6)	≈5 hours of the Ethical Capability curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≈5 hours each week during these Units of Inquiry)

Capabilities	Intercultural	Taught within: How we express ourselves	Taught within: How we express ourselves (Years 1, 2 and 3) How we organise ourselves (Year 4)	Taught within: How we express ourselves (Year 5) Where we are in place and time (Year 6)	≥5 hours of Ethical Capability curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught for ≥5 hours each week during these Units of Inquiry)
	Personal and Social	Who we are			≥5 hours of Personal and Social curriculum content is taught in a transdisciplinary inquiry context (the curriculum content is taught in an ongoing capacity)

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in this policy please contact Essendon North Primary School on (03) 9379 3979.

RELATED POLICIES

Department's Policy and Advisory Library:

- [Assessment of Student Achievement and Progress for Foundation to 10](#)
- [Career Education Funding – Accountability and Reporting Requirements](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Holocaust Education – Delivery Requirements](#)
- [Languages Education](#)
- [Physical and Sport Education – Delivery Requirements](#)
- [Reporting Student Achievement and Progress for Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [Teaching and Learning Resources – Selecting Appropriate Materials](#)

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	March 2023
Approved By	Kate Barletta
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