Ph: 03 9391 2168
newport.gardens.ps@education.vic.gov.au

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Newport Gardens 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.

This curriculum framework should be read alongside our whole school Yearly Overview plan.

OVERVIEW

Newport Gardens 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.

Newport Gardens 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
    - Sexuality and Consent Education
    - Holocaust Education – Delivery Requirements

Newport Gardens Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. 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 encourages students to strive for excellence in all of their endeavours. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

Newport Gardens Primary School aims to Newport Gardens Primary Schools vision is: **'Nurturing Our Future'.**

This vision is the underlying premise upon which all teaching and learning at our school are based. We do this by ensuring the needs of the students academically, socially, and emotionally, are the basis of all our energies. We grow the voice, agency, and development of all children through intentional practices and support.

The core disciplines of Literacy, Numeracy, Science, and Information Communication Technology are integrated with other capabilities through an Understanding by Design approach to creating high-quality units of work for the learners at Newport Gardens Primary School.

The approach to effective curriculum planning is 'backward' from long term designed results through a three-stage design process

- Desired results
- Evidence
- Learning plans

Regular reviews of units and curriculum against these design standards enhance curricular quality and effectiveness. Results in student performance inform the needed adjustments in curriculum as well as instruction.

Curriculum Planning Tasks

Stage 1

1.	Refer to English and Inquiry Yearly Overview
2.	Refer to Mathematics Yearly Overview
3.	Refer to NGPS Assessment Schedule

Stage 2

4.	Mathematics UbD
5.	Maths Rich Assessment Task

Stage 3

6.	English/Inquiry UbD
7.	Performance based assessment task in Writing
8.	Teacher Writing Rubric
9.	Student Writing Rubric
10.	Bump It Up Wall

Newport Gardens Primary School
Ph: 03 9391 2168
newport.gardens.ps@education.vic.gov.au

NGPS Yearly Overview - English and Inquiry, 2023 (Odd Year)

	Term 1 (11wks) First 10 days dedicated to the Start Up Program	Term 2 (9wks)	Term 3 (10wks)	Term 4 (12wks)
FOUNDATION	**Title: All About Us** **Vic Curriculum:** Geography, Personal and Social Capability **Big Idea:** We understand that our behaviour may be different in different settings. **Essential Question:** What makes a community? **Guiding Questions:** What does it mean to belong? What is a learning community? **Writing (text type):** Concepts About Print, Personal Narrative - sentence and labelling illustrations **Reading (strategies):** Concepts About Print, Connections, Visualising, Predicting **Performance Based Assessment:** Personal Narrative and labelling illustrations	**Title: Kindness Is…** **Vic Curriculum:** Health, Personal and Social Capability **Big Idea:** A good friend shows kindness and builds positive relationships. **Essential Question:** How do we show kindness? **Guiding Questions:** What does it mean to be kind? What is kindness? How can I be a good friend? **Writing (text type):** Recount **Reading (strategies):** Literal Understanding, Retelling **Performance Based Assessment:** Recount	**Title: It's Alive!** **Vic Curriculum:** Science, Critical and Creative Thinking **Big Idea:** Living things have different features and live in different places for their needs to be met. **Essential Question:** What do living things need? **Guiding Questions:** What is a living thing? What does living mean? Why do animals have different features? **Writing (text type):** Information **Reading (strategies):** Nonfiction Features, Synthesizing, Summarising, Questioning **Performance Based Assessment:** Information	**Title: Working Together** **Vic Curriculum:** History, Design and Technology **Big Idea:** All Families look different and have different traditions. **Essential Question:** Why is it important to have family traditions? **Guiding Questions:** What does your family look like? What role do members of your family play? What is a tradition? **Writing (text type):** Narrative **Reading (strategies):** Author's Craft, Inferring, Fiction Features **Performance Based Assessment:** Narrative
GRADE 1 & 2	**Title: Mind and Body** **Vic Curriculum:** Health, Personal and Social Capability **Big Idea:** Making healthy choices to positively influence health and wellbeing. **Essential Question:** How can healthy choices improve our health and wellbeing? **Guiding Questions:** What are the benefits of healthy foods? Why is regular physical activity important? How do we know what is healthy? How does personal safety affect my wellbeing? **Writing (text type):** **Personal Narrative** and Procedure **Reading (strategies):** Predicting, Inferring, Summarising **Performance Based Assessment:** Personal Narrative	**Title: Our Amazing Planet!** **Vic Curriculum:** Earth and Space Science, Critical and Creative Thinking **Big Idea:** Daily and seasonal changes affect our everyday life. **Essential Question:** How can environmental changes impact our lives? **Guiding Questions:** How do observable changes occur in the sky? How does this affect our daily lives? What are seasonal changes? **Writing (text type):** **Information** and Poetry **Reading (strategies):** Main Idea (Non-Fiction), Synthesising, Questioning **Performance Based Assessment:** Information	**Title: Footprint** **Vic Curriculum:** Geography, Ethical Capability **Big Idea:** Human choices impact the land over time. **Essential Question:** How do people interact with and value the different environments? **Guiding Questions:** How do places change over time? How have humans impacted the natural environment? How do natural wonders change over time? **Writing (text type):** **Opinion** and Response **Reading (strategies):** Synthesising, Critiquing, Visual Literacy **Performance Based Assessment:** Opinion	**Title: I Belong; You Belong** **Vic Curriculum:** History, Intercultural Capability **Big Idea:** Connection to 'Country' symbolises the relationship between the people and the land. **Essential Question:** Why is 'country' important worldwide? **Guiding Questions:** What does country mean? What is my personal and family history? What is an Indigenous connection to land and your connection to land? What remains of the past that is important to the local community, why? **Writing (text type):** **Narrative** (Indigenous Dreamtime Stories) and Poetry ***Visual Deconstruction* ***Mentor Sentences* **Reading (strategies):** Author's Craft, Main Idea and Support Details (Fiction)

Nurturing our future

Newport Gardens Primary School
Ph: 03 9391 2168
newport.gardens.ps@education.vic.gov.au

				Performance Based Assessment: Narrative
GRADE 3&4	**Title: Who has the Power?** **Vic Curriculum:** Civics and Citizenship, and Critical and Creative Thinking **Big Idea:** We are governed by three levels of government who are each responsible for certain areas and services. **Essential Question:** What is the best way to rule a country? **Guiding Questions:** Why do we have rules and laws, and their differences? What is the importance of the different levels of government? What makes a good leader? **Writing (text type):** Persuasive (Exposition) and Procedure Setting up writer's book and different text types **Reading (strategies):** Summarising and Critiquing **Performance Based Assessment:** Exposition	**Title: History Through Our Eyes** **Vic Curriculum:** History and Intercultural Capability **Big Idea:** Australia's significant past has impacted the way we live, celebrate and commemorate today. **Essential Question:** How have historical events shaped Australia today? **Guiding Questions:** What are significant Australian events and how have they impacted different cultural groups in Australia? How do different cultural groups feel about Australian events or commemorations? **Writing (text type):** Information and Narrative (historical?) **Reading (strategies):** Synthesising and Main Idea and Supporting Details **Performance Based Assessment:** Information	**Title: Survivor!** **Vic Curriculum:** Science and Critical and Creative Thinking **Big Idea:** Living things change and adapt to their environment, in order to survive. **Essential Question:** How have living things adapted to their environment? **Guiding Questions:** How does the environment affect the ability of plants and animals to survive and thrive? How have environmental changes led to the extinction? **Writing (text type):** Argumentative (Discussion) and Explanation **Reading (strategies):** Questioning, Synthesising and Cause and Effect Relationship **Performance Based Assessment:** Argumentative (Discussion)	**Title: The Good, The Bad and The Ugly** **Vic Curriculum:** Geography and Ethical Capability **Big Idea:** Australia has neighbouring countries that are similar and different, including ethical values and responsibilities. **Essential Question:** How can I be an ethical consumer? **Guiding Questions:** How do human rights affect what we value? What is our role in promoting ethical consumerism? **Writing (text type):** Narrative and Procedure **Reading (strategies):** Author's Craft, Inferring, Main Idea **Performance Based Assessment:** Narrative
GRADE 5&6	**Title: A World of Difference** **Vic Curriculum:** Geography and Intercultural Capability **Big Idea:** Physical environment influences the way people live. **Essential Question:** How has the environment influenced culture? **Guiding Questions:** How do people's connections to places affect the perception of them? What are the influences on people's perception? How do people and environments influence one another? **Writing (text type):** **Exposition** and Narrative (myth & legend) **Reading (strategies):** Cause and Effect Relationship, Visual Literacy and Close Reading **Performance Based Assessment:** Exposition	**Title: Brave New World** **Vic Curriculum:** Economics and Business, and Ethical Capability **Big Idea:** What does ethics look like in a utopian society? **Essential Question:** What is our idea of an ethical 'utopia'? **Guiding Questions:** How is your ethical utopia supported by technology? How is your ethical utopia sustainable? How are resources produced and managed in your ethical utopia? **Writing (text type):** **Narrative** and Poetry **Reading (strategies):** Synthesizing, Main Idea and Supporting Details, summarising **Performance Based Assessment:** Narrative Writing	**Title: You're The Voice** **Vic Curriculum:** Civics and Citizenship, and Ethical Capability **Big Idea:** We have a voice within our system of Government. **Essential Question:** What would life be like if we didn't live in a liberal democracy? **Guiding Questions:** What values underpin our democracy? What are our rights and responsibilities? How are laws made? How can we work towards a fair and inclusive society? What is the Australian system of government? What is democracy? **Writing (text type):** Informative and **Argumentative (Discussion)** **Reading (strategies):** Critiquing and Questioning **Performance Based Assessment:** Argumentative (Discussion)	**Title: Legacy and Graduation** **Vic Curriculum:** History and Personal and Social Capability **Big Idea:** We can contribute to positive change in our community. **Essential Question:** How will what I choose to do make a difference? **Guiding Questions:** What contributions have significant individuals made to the development of Australian society? How do we want to be remembered? How can we contribute to positive change for our community? **Writing (text type):** **Historical Narrative** and Memoir (autobiography & biography) **Reading (strategies):** Author Devices and Figurative Language **Performance Based Assessment:** Historical Narrative

Nurturing our future

IMPLEMENTATION

Newport Gardens Primary School implements its curriculum from Foundation to Year 6 ensuring the 8 key areas within the Victorian Curriculum are planned for and delivered through the NGPS instructional model and are assessed rigorously.

The Understanding by Design (UbD) approach reflects research on learning and cognition and highlights the centrality of teaching and assessing for understanding. It allows staff to think purposefully about curricular planning with the primary goal of developing and deepening student understanding – the ability to make meaning of learning via 'big ideas' and to transfer this learning. UbD planning unpacks and transforms content standards and goals relevant to each stage of learning and this understanding is revealed when students make sense of and transfer their learning through authentic performance. (PBA – Performance Based Assessments).

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

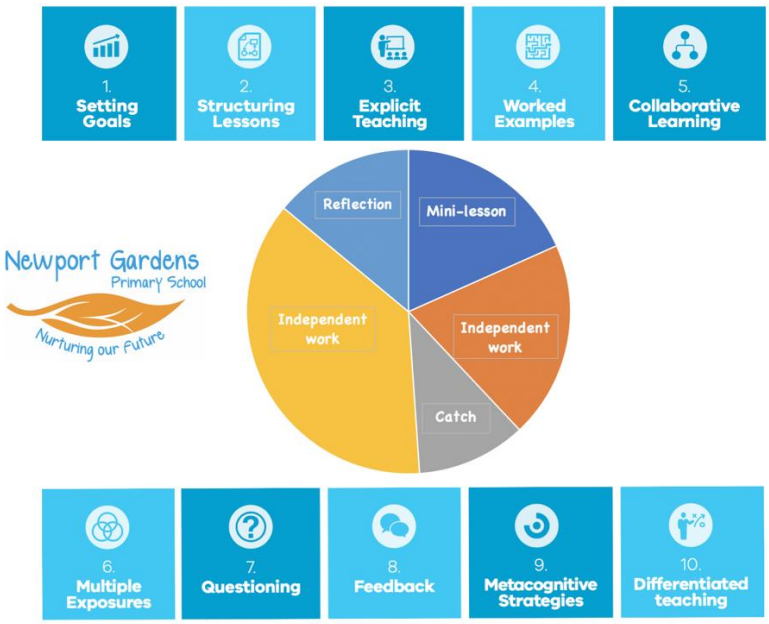
Language provision

Newport Gardens Primary School will deliver Japanese as a Language. Language lessons are a weekly session for all students from Prep to Year 6 in 60 minutes lessons.

Pedagogy

The pedagogical approach at Newport Gardens Primary School is centred around the delivery of excellence through a focus on high quality teaching and learning. This is achieved through our pedagogical model and instructional model.

Teacher practice is the main contributor to improved student learning outcomes. Our curriculum defines what students should learn, and the associated progression or continuum of learning. Our pedagogy describes how students will be taught and supported to learn.



What:

- The Gradual Release of Responsibility Model or GRR is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner.

Why:

- Students learn best through practicing and by doing, as opposed to just watching or listening to others.

Components	Description	Teacher's Role	Student's Role
Learning Intention and Success Criteria	Documented Learning Intention and Success Criteria explicitly referenced. Links made to previous learning.	Teacher makes students aware of the Learning Intention and Success Criteria, and its intended learning outcomes.	Students give teacher their full attention. Students activate their existing understandings and prior knowledge.
Min-Lesson	Explicit modelling of the skill or strategy, through demonstrating the thinking process by doing a Think Aloud. Students are given an opportunity to consolidate their understanding before applying independently.	Teacher explains, models and demonstrates the skill or strategy with the use of worked examples, anchor charts and rich literature.	Students give teacher their full attention; they watch the teacher. Students 'have-a-go' of the skill or strategy and practice with the teacher in a guided approach or 'think-pair-share' with other students.
Independent Work Catch	This is the time when the responsibility of learning shifts from teacher towards the student. Students apply what they have learned.	Teacher works with the students in small groups and/or one-on-one and leads them through practicing the skill or strategy. Promoting increased levels of independence. During conferences teachers evaluate student use of the strategy and provide feedback reinforcing what they have done correctly, while discussing any misconceptions or confusion. Teacher may 'catch' a teachable moment, to check for understanding and/or re-teaching. Teacher uses this time as formative assessment.	Students work collaboratively with the teacher and/or other students. Students take on increased responsibility of the task. Students demonstrate the skill/strategy on their own during independent practice.
Reflection	Students are given a range of opportunities to reflect and articulate their learning; thinking about their progress, misunderstandings and achievements.	Teacher acknowledges student learning with a focus on the Learning Intention. Teacher leads student to reflect on the Success Criteria, strategically selecting students to share strategies and understandings.	Students reflect on their learning. Students share what they have learnt and what they have achieved in relation to the Learning Intention.

Assessment

Newport Gardens Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Newport Gardens 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.

- Teachers at Newport Gardens 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.
- 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.
- Newport Gardens 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.

- Staff will participate in the termly cross marking of assessment tasks (moderation of Performance Based Assessment - PBAs) involving assessment rubrics and work samples

- Staff will apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Newport Gardens Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Newport Gardens 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.

Newport Gardens Primary School will provide parents twice yearly opportunities to discuss student reporting through formal Parent/Teacher Conferences. While maintaining an open-door policy, parents may meet with staff at any given point in the term to discuss student progress. Student Support Group meetings (SSGs) are held in the sixth week of each term for some children. Student progress related to Victorian Curriculum will be discussed in this setting also.

The 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.

- Newport Gardens 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.
- 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

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 will be undertaken by Professional Learning Community (PLC) Leaders each year alongside our School Improvement Team. Input will be sought from teaching staff to reflect upon and improve our Understanding by Design units of learning.

Review of teaching practice

Newport Gardens 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
  - Holocaust Education
  - 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.]

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Approved by	Blayne Wallis (Principal)
Next scheduled review date	[insert date noting that the recommended review cycle is 3 – 4 years]