

Glen Iris Primary School Curriculum Framework

Purpose

The purpose of this framework is to outline Glen Iris Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas of the Victorian curriculum are substantially addressed, unless an exemption applies. The eight learning areas are English, Numeracy, Science, Humanities, The Arts, Health and Physical Education, Technologies and Languages (Spanish).

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 and curriculum area scope and sequence documents.

Overview

Glen Iris 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.

Glen Iris 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:
 - o [Physical and Sport Education — Delivery Outcomes](#)

- o [Languages Education](#)
- o [Holocaust Education – Delivery Requirements](#)

Glen Iris Primary School aims to foster academic excellence and personal growth within a nurturing environment. The school emphasizes a student-centered approach, providing engaging and differentiated teaching that supports each child's unique needs.

Implementation

At Glen Iris Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 50-minute sessions.

- Students learn ten hours of English per week (inclusive of 25-minutes of structured synthetic phonics in grades Prep to Two), five hours of Mathematics per week, 50-minutes of Spanish per week, 100 minutes of the Arts per week, 50 minutes of Physical Education in grades Prep to Four and 200 minutes of Physical Education in grades five and six per week, a minimum of 50 minutes of science per week, and a range of humanities disciplines including geography and history (F-6), economics and business (5-6), and civics and citizenship (3-6).
- Typically, during the first four sessions of the day, students engage with the English and Mathematics curriculum. Humanities (History, Geography, Civics and Citizenship, Economics and Business), Digital and Design Technologies, and Science key learning areas are completed in inquiry sessions and integrated across curriculum areas into classroom programs.
- The four capabilities in the Victorian Curriculum equip students with essential skills needed for success beyond the classroom. They cover the knowledge and skills that can be taught throughout other curriculum areas. The capabilities include Critical and Creative Thinking, Ethical Capabilities, Intercultural Capabilities and Personal and Social Capabilities.
- Students have five specialist classes per week: Performing Arts, Visual Arts, Science Technology Engineering Mathematics (STEM), Physical Education, and Spanish.
- Wellbeing and social-emotional skills are embedded throughout all lessons as well as one 50-minute lesson per week.
- When designing the curriculum, teaching teams use the Victorian Curriculum and Glen Iris Primary School scopes and sequences.

1. Language provision

Glen Iris Primary School delivers Spanish as a language, based on the community consultation undergone in 2024. Teaching Spanish is valuable because it enhances cognitive development, improves communication skills, and opens up cultural awareness at an early age. By learning a second language, students develop problem-solving abilities, better memory retention, and the ability to think creatively. Additionally, it fosters a deeper appreciation for global diversity and prepares them for a world that is increasingly interconnected, offering them both academic and social advantages as they grow.

2. Pedagogy

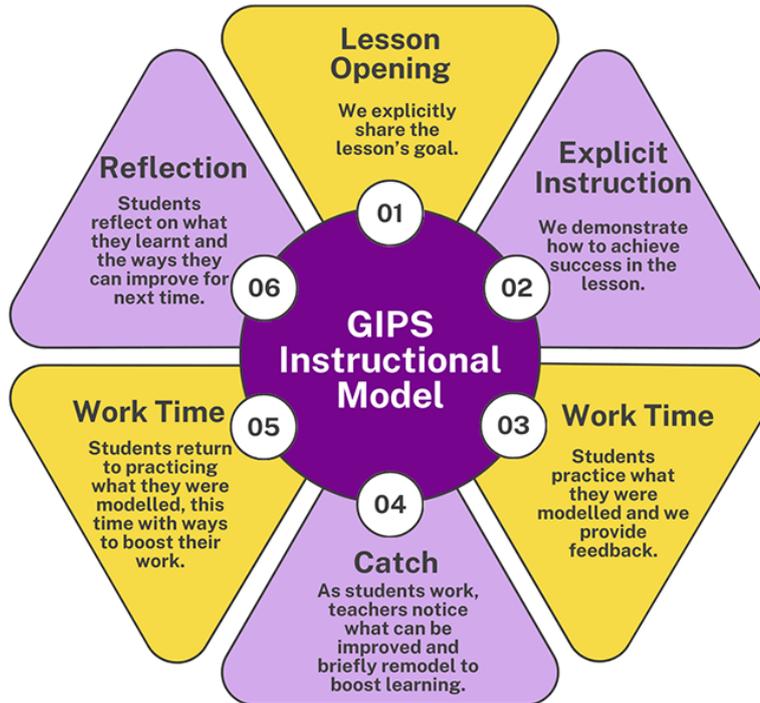
At Glen Iris Primary School, we value students working on their own developmental continuum so that each student can grow and thrive. The pedagogical approach follows our school instructional model as well as the Victorian Teaching and Learning 2.0 Model. The essential elements of student learning are defined by four key elements:

1. Attention, focus and regulation
2. Knowledge and memory
3. Retention and recall
4. Mastery and application

These provide the basis for effective teaching:

1. Planning
2. Enabling learning
3. Explicit teaching
4. Supported application

The instructional model includes goal setting, explicit instruction, scaffolding, opportunities for independent practice, targeted feedback and reflection. The instructional model is deeply embedded across all areas of learning.



High Impact Teaching Strategies (HITS)

Staff at Glen Iris Primary School use High Impact Teaching Strategies (HITS) as part of their toolkit to enhance student learning outcomes. By thoughtfully integrating these strategies into lessons and classroom activities, our teachers create more effective and engaging learning environments for our students.

High Impact Teaching Strategy	Embedding into GIPS Classrooms
Setting Goals	Teachers help students identify personal learning goals, create plans to achieve them, and regularly review progress.
Structuring Lessons	All staff structure lessons to follow our 'GIPS Instructional Model' (see image above), optimising the time that students have on task.



Explicit Teaching	Teachers use clear, direct instruction that includes modeling, guided practice, and immediate feedback to ensure student understanding.
Worked Examples	Teachers create step-by-step demonstrations of tasks or problem-solving, allowing students to observe and understand each stage before attempting similar tasks independently.
Collaborative Learning	Teachers design activities that encourage students to work together to solve problems, discuss concepts, and share diverse perspectives.
Multiple Exposures	Teachers revisit topics through discussions, visual aids and integrating concepts across different subjects to reinforce understanding.
Questioning	Teachers use questioning to stimulate critical thinking, gauge understanding and encourage student participation throughout the learning process.
Feedback	Teachers provide timely, specific and constructive comments that guide students in their learning process, encouraging reflection and improvement.
Metacognitive Strategies	Teachers encourage students to reflect on their thinking processes, set goals, and self-assess their learning through activities like think-alouds and guided questioning.
Differentiated Teaching	Teachers tailor instruction to meet the diverse needs, learning styles and abilities of each student through varying content, delivery and assessments.

High Impact Wellbeing Strategies (HIWS)

Glen Iris Primary School has implemented a comprehensive High Impact Wellbeing Strategies (HIWS) approach to foster a supportive and inclusive learning environment. Teachers at GIPS demonstrate genuine care and respect for their students, employing a range of strategies to enhance student wellbeing and academic success.



High Impact Wellbeing Strategy	Embedded Into GIPS Classrooms
Build relationships with students	Teachers at GIPS show genuine care and respect for students. They help them solve problems and take time to help them learn. They empower students with choice and responsibility.
Facilitate peer relationships	Teachers understand the differences in their students and how that may affect their interactions. Teachers in all classes practice routines such as Morning Circle, providing a safe space for students to develop connections with their peers and foster a sense of belonging. They use Restorative Practices to help students resolve conflict and repair relationships after a rupture.
Establish and maintain clear classroom expectations	Teachers establish consistent and predictable classroom routines from the beginning of each year. They work with students to ensure expectations are clearly understood and agreed. They use restorative processes to support students when expectations are not being met.
Support inclusion and belonging	Teachers at GIPS ensure students feel valued, accepted, safe and comfortable in their classrooms. They listen to and learn from students about their experience and promote an understanding of multiple and diverse perspectives. Teachers work alongside families and other professionals to ensure students are well supported to do their best at school.
Foster student self-efficacy	Teachers at GIPS hold high expectations of all students. They set goals and learning aligned with each student's abilities and celebrate student achievement in all areas.
Engage students	Teachers tailor tasks to students' interests and abilities and provide a range of meaningful and challenging ways for students to complete learning tasks. They provide opportunities for students to work in pairs and groups and contribute to each other's learning.
Promote coping strategies and facilitate referrals	Teachers model and explicitly teach social and emotional skills through the Zones of Regulation and The Resilience Project. They know their students well, noticing changes in behaviour or

	demeanour and referring for more support if necessary, including to our Student Wellbeing Officer.
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3. Assessment

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

Students at Glen Iris 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.

- At Glen Iris Primary School, educators employ a blend of formative assessment for learning (to provide targeted feedback and inform future instructional strategies) and summative assessment of learning (to evaluate the knowledge and skills students have acquired at the conclusion of a learning sequence). This is complemented by student self-assessment and reflection.
- Assessment is conducted continuously to inform the planning of future lessons and to monitor student progress, while also ensuring that both students and parents remain informed of the student's academic development.
- Teachers at Glen Iris Primary School utilize data within professional learning communities to collaboratively analyze student performance and identify areas for improvement. By reviewing assessment data, teachers gain insights into trends, strengths, and gaps in student learning, which informs their instructional practices. This data-driven approach enables educators to share best practices, discuss strategies for addressing specific challenges, and develop targeted interventions to support student success. The use of data in these collaborative settings fosters continuous professional growth and ensures that teaching strategies are both effective and responsive to the needs of all students.
 - English Online Interview - Prep and Year 1
 - PAT Maths and PAT Reading - Year 1 to Year 6
 - Maths Online Interview - Prep and Year 1?
 - Fountas and Pinnel Reading Benchmarks Prep to Year 6
 - Writing Moderation - whole school and year level
 - Teacher moderation for informed and consistent judgements

Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Glen Iris Primary School Whole-School Assessment Schedule.

Assessment tasks are selected and/or 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 and record modifications to the task to cater for students with additional learning needs.

Where possible, staff will moderate assessment tasks in year level teams and across levels. This will include assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Glen Iris Primary School Assessment Schedule

Domain	Assessment	Purpose of Assessment	Years
English	Fountas and Pinnell	To provide whole school data in comprehension, fluency, and decoding in order to create Tier 2 reading groups as well as design Tier 1 explicit instruction for reading	F-6
English	English Online Interview	Assess the English skills of students in Reading and Viewing, Writing and Speaking and Listening.	Foundation (Year 1 as required)
English	Writing Moderation (Timed Writing)	To assess student writing against the Victorian Curriculum 2.0 and notice data trends to inform teaching and learning programs. To support staff to make consistent judgements.	Foundation to Year 6, twice per year
English	Year 1 Phonics Check	To assess students' phonics knowledge and ability to read and decode	Year 1 (Term 3)

Mathematics	Maths Online Interview (MOI)	To assess and provide data on the Mathematics skills of students in Foundation, specifically linked to counting, place value and the four operations.	Foundation Students
Mathematics	PAT - Numeracy (Adaptive)	To assess and provide data on the Mathematics skills of students in all areas, building on from their prior knowledge achievement	1-6
English Mathematics	NAPLAN		Grade 3 and 5

Assessment for students with individual needs

- Glen Iris Primary School develops Individual Education Plans (IEPs) for students who have diagnosed disabilities, Koorie students and students in ‘Out of Home’ care, in consultation with students, parents and allied health specialists.
- Teachers will assess the achievements of students with disabilities in the context of the Victorian Curriculum and ABLES curriculum where appropriate. The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

4. Reporting

Glen Iris Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Glen Iris 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. Glen Iris Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#). Both student achievement and progress will be included in the report.

At Glen Iris Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child’s progress by making an appointment with their teacher.

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.

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).

Glen Iris Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

5. 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

Glen Iris Primary School reviews its curriculum throughout the year as described in the table below.

Timeframe	What we do
Weekly	In grade level teams, teachers (led by the Grade Level leader) develop teacher planners using the Victorian Curriculum, Glen Iris Primary School scope and sequences, and student formative and summative assessment data.
Weekly	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. In four teams across the school, teachers (led by the School Improvement Team), investigate a Problem of Practice during Professional Learning Communities (PLCs) based on student data. Teachers investigate, following an inquiry cycle, and revise their planners based on the collective investigation during PLC.
Throughout Term	In grade level teams and during after school meetings, teachers (led by the Learning Specialists) investigate student data and revise their teacher planners using the Glen Iris Primary School scope and sequences and student data.
Termly	Once per term, in grade level teams, teachers (led by the Grade Level leader) review the term's planner and revise the planners



	using the Victorian Curriculum, Glen Iris Primary School scope and sequences, and student formative and summative assessment data during a planning day.
Biennially	Once per semester, the School Improvement Team (led by the Principal) will review student data in line with the School's Annual Improvement Plan and will then strategically determine how to influence team and school-wide improvement based on the data.
Biennially	The Performance Development cycle, led by the School Improvement Team, 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.
Department Directives	As the Department makes system-wide directives, the School Improvement Team will strategically determine how to incorporate the curriculum directives as outlined in the School's Annual Improvement Plan.

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

This policy should be read alongside:

- Whole school curriculum plan
- Literacy, Numeracy and Wellbeing Scope and Sequence documents
- 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	February 2025
Approved by	Principal
Next scheduled review date	February 2029