



# Arthurs Creek Primary School

Be Respectful • Be Resilient • Be Responsible

## CURRICULUM FRAMEWORK POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact 9714 8204.

### PURPOSE

The purpose of this framework is to outline Arthurs Creek 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, curriculum area, year level and unit/lesson curriculum plans.

### OVERVIEW

Arthurs Creek 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.

Arthurs Creek Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10 2.0](#). 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 that 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](#)

Arthurs Creek Primary School is committed to excellence, lifelong learning, and fostering a strong sense of self-worth, empowering students to become responsible citizens. We bring this vision to life through a comprehensive, evidence-based teaching and learning program that equips students with the knowledge, skills, capabilities, and dispositions needed to thrive in an ever-changing world. Our broad and sequentially planned curriculum encourages student ownership of learning. It develops critical thinking and collaboration skills, fosters engagement with the wider community, and integrates a variety of technologies to enhance learning outcomes.

We are equally committed to developing the social and emotional wellbeing of each individual in a safe and supportive environment. We prioritise the diverse needs of our students and actively incorporate student voice in decisions related to learning and wellbeing.

To support effective curriculum delivery, our teachers continuously monitor student progress, ensuring each learner is challenged at their point of need. We deeply value the involvement of parents and the wider community in the educational journey of our students. Our rigorous assessment and reporting practices keep families informed and connected to their child's learning and growth.

## IMPLEMENTATION

Arthurs Creek Primary School implements its curriculum through the delivery of 9 key learning areas:

- Literacy
- Numeracy
- Social and Emotional Learning
- Integrated Learning (The Humanities and Health)
- Science, Technology, Engineering and Mathematics (STEM)
- Visual Arts
- Performing Arts (Music)
- Physical Education
- Auslan

Class time consists of 5 hours of learning per day, broken into one-hour sessions, across a weekly timetable.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band 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, year level and lesson curriculum plans.

### Language provision

Based on the preference of the school community, Arthurs Creek Primary School provides Auslan as the language program.

### Pedagogy

The pedagogical approach at Arthurs Creek Primary School aligns with the evidence-based practices of the Victorian Teaching and Learning Model 2.0. Our teachers understand how students learn and the elements of teaching that have the greatest impact on student outcomes. They plan for learning by drawing on data outlining what students know, then plan sequential units of content that target the next steps for each individual, incorporating added support for students who need it. They prepare students for learning by building positive relationships with students and using techniques that focus attention and foster self-regulation. They employ explicit teaching approaches that manage the cognitive load of students, including activating prior knowledge, defining the learning objective, providing explicit explanations of new knowledge, modelling practice and scaffolding learning. They work towards learner consolidation of knowledge through varying and spacing practice, providing feedback, linking new learning to existing schemas and challenging students until mastery is attained.

### Assessment

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

Students at Arthurs Creek 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 Arthurs Creek 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. They 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. Teachers record the results from these assessments on an agreed, centralised data analysis platform and draw upon it in planning meetings to design future teaching and learning.

Tasks are designed so students can demonstrate their knowledge, skills and understandings in a safe and supportive manner. Teachers give clear instructions, explanations, supports and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.

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. They will assess the English language proficiency of English as Additional Language (EAL) students using the Victorian Curriculum F-10 EAL standards until such time as the student's language use is comparable to native English speaking peers.

Arthurs Creek Primary School develops Individual Education Plans (IEPs) for students who:

- are experiencing difficulties in their learning and are more than 18 months behind in any learning area
- receive funding through the Program for Students with a Disability (PSD) or the Disability Inclusion (DI) program
- identify as Koorie, Aboriginal or Torres Strait Islander
- living in 'Out of Home' care.

The school will develop these IEPs, in Students Support Group Meetings that bring together students, parents, Student Support Services and external agencies as required.

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**

Arthurs Creek Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Arthurs Creek 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 Arthurs Creek Primary School reports are written in an easy-to-understand format and are accessible in digital form via the online learning platform Compass. Translation of text from English to another language can be provided in line with the Department of Education policy.

Arthurs Creek 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). Arthurs Creek Primary School will use a five-point scale.

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

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	The Learning Specialist and the school Principal will collaborate ahead of the new school year to revise VCAA curriculum documents to ensure the most recent iteration of the curriculum is in use. They will develop and revise the two-yearly cycle of learning content and the timing of its teaching. They will liaise with local schools to align curriculum content and resources where possible.	Learning Specialist with support from the Principal	Yearly, in November to February ahead of the new school year
<b>Curriculum Areas</b>	The Learning Specialist and classroom teachers will use the VCAA curriculum and the two yearly-cycle of learning content to develop an overview of content for the year. They will implement in line with school policy documents. The overview will be audited each term ahead of the new term to ensure content is being taught as described and make adjustments to subsequent term planners as necessary. The Learning Specialist will ensure there is no gaps in curriculum areas across the school.	Learning Specialist with support from classroom teachers	Termly, ahead of each new school term.
<b>Year levels</b>		Learning Specialist with support from classroom teachers	Termly, ahead of each new school term
<b>Units and lessons</b>	Classroom teachers will develop units of learning, explained through weekly lesson planners, to explicitly define each lesson of content.	Classroom teachers with support from Learning Specialist	Weekly ahead of each new week

#### Review of teaching practice

Arthurs Creek 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.

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	14 May 2025
Approved by	Andrew Lamers
Next scheduled review date	14 May 2029