Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Cardross 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

Cardross 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.

Cardross 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

Cardross Primary School strives to be a safe and secure learning environment where staff and students learn with, and from, each other. A place where the acquisition of skills, knowledge and competencies are fused together to create deep and authentic learning experiences. Where ALL teachers have a deep understanding of ALL students through sharing responsibility and accountability for every student's academic, social and emotional growth. This visible learning environment is underpinned by our school values and the belief that all students can grow and achieve high standards.

IMPLEMENTATION

Cardross Primary School implements its curriculum over a two-year cycle in accordance with the Victorian Curriculum. At Cardross Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into 2x2 hour blocks and a 1x1 hour block.

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, curriculum area, year level and unit / lesson curriculum plans. See appendix 1 for the implementation of the curriculum for each year level.

Language provision

Cardross Primary School will deliver Chinese as a Language, based on our continued work with Bendigo Senior Secondary College.

Pedagogy

The pedagogical approach at Cardross Primary School ensures we use the Victorian Teaching and Learning model 2.0. This ensures our teachers are well planned, have high expectations, prepare to support and extend our students and follows our instructional model.

Assessment

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

Students at Cardross 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 Cardross 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. This progress is uploaded to Compass.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in our curriculum scope and sequence plans. 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.*
- *Cardross 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, and/or abilities based learning and education support (ABLES).*
- *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

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

At Cardross Primary School students receive a written report in June and December. We hold parent/teacher/student conferences twice a year – one in February and one in June. A minimum of three assessment tasks are uploaded to Compass each term to share progress with families. Families are able to discuss their child's progress at any point during the year by reaching out to their child's classroom teacher.

Student reports 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.

- *Cardross 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. Students with a disability will be marked using the ability based learning and education support (ABLES).*
- *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 all areas of the curriculum.*
- *A 5-point scale will be used to mark students' approaches to learning.*
- *Cardross Primary School will use a five-point scale for the learner dispositions.*
- *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
Whole school	Cardross Primary's school improvement team monitor whole-school planning documents, including scope and sequences across all areas of learning. Data used to review curriculum planning include: NAPLAN, PAT, essential Assessment, Running records and moderated assessment tasks.	Principal Leading teachers Learning specialists	Regular monitoring, yearly review.
Curriculum Areas	Cardross Primary School uses the VCAA scope and sequence documents to plan for each curriculum area. Therse coincide with our Mappen units of inquiry. Each week, staff analyse student data to inform planning for targeted teaching.	Leading teachers Learning specialists Classroom teachers	Termly
Year levels	Each year level ensures their planning follows our school's reporting obligations. This guarantees full coverage of the curriculum.	Classroom teachers	Termly
Units and lessons	Unit and lesson plans are developed, implemented and evaluated regularly to ensure each student is learning at their point of need. Staff access our assessment schedule to monitor student growth and achievement. This information is used to inform planning.	Classroom teachers	Weekly

Review of teaching practice

Cardross 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 scope and sequences
  - 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	By Principal in October, 2025
Approved by	School Council
Next scheduled review date	October 2029

Appendix 1 – Reporting Schedule

Reporting - Foundation				
Subject	Even year Semester 1	Even year Semester 2	Odd year Semester 1	Odd year Semester 2
Mathematics	√	√	√	√
Reading	√	√	√	√
Writing	√	√	√	√
Speaking and Listening	√	√	√	√
PE (movement and physical activity)	√	√	√	√
PE (personal, social and community health)	√			√
The Arts - Visual	√	√	√	√
The Arts - Music	√	√	√	√
Science		√		√
LOTE		√		√
Critical and Creative thinking	√	√		√
Ethical Capability	√			
Geography		√	√	√
History		√	√	
Intercultural Capability	√			√
Personal and Social Capability (self awareness and management)	√		√	
Personal and Social Capability (social awareness and management)		√		√
Design Technologies		√		√
Digital Technologies				√
Every semester	Once a year	Two year cycle		

Reporting – Grade 1/2				
Subject	Even year Semester 1	Even year Semester 2	Odd year Semester 1	Odd year Semester 2
Mathematics	√	√	√	√
Reading	√	√	√	√
Writing	√	√	√	√
Speaking and Listening	√	√	√	√
PE (movement and physical activity)	√	√	√	√
PE (personal, social and community health)		√		√
The Arts - Visual	√	√	√	√
The Arts - Music	√	√	√	√
Science	√	√	√	
LOTE		√		√
Critical and Creative thinking	√	√		
Ethical Capability			√	√
Geography	√			√
History				√
Intercultural Capability		√		
Personal and Social Capability (self awareness and management)	√		√	
Personal and Social Capability (social awareness and management)		√		√
Design Technologies		√		√
Digital Technologies			√	
Every semester	Once a year	Two year cycle		

Reporting – Grade 2/3				
Subject	Even year Semester 1	Even year Semester 2	Odd year Semester 1	Odd year Semester 2
Mathematics	√	√	√	√
Reading	√	√	√	√
Writing	√	√	√	√
Speaking and Listening	√	√	√	√
PE (movement and physical activity)	√	√	√	√
PE (personal, social and community health)	√			√
The Arts - Visual	√	√	√	√
The Arts - Music	√	√	√	√
Science	√			
LOTE		√		√
Critical and Creative thinking		√		
Ethical Capability				√
Civics and Citizenship	√			√
Geography			√	
History		√	√	
Intercultural Capability				√
Personal and Social Capability (self awareness and management)	√		√	
Personal and Social Capability (social awareness and management)		√		√
Design Technologies		√		√
Digital Technologies		√		
Every semester	Once a year	Two year cycle		

Reporting – Grade 4/5/6				
Subject	Even year Semester 1	Even year Semester 2	Odd year Semester 1	Odd year Semester 2
Mathematics	√	√	√	√
Reading	√	√	√	√
Writing	√	√	√	√
Speaking and Listening	√	√	√	√
PE (movement and physical activity)	√	√	√	√
PE (personal, social and community health)				
The Arts - Visual	√	√	√	√
The Arts - Music	√	√	√	√
Science		√		√
LOTE		√		√
Critical and Creative thinking		√		√
Ethical Capability	√			
Civics and Citizenship	√			
Geography		√	√	
History			√	
Economics and Business (5/6)		√		
Intercultural Capability			√	
Personal and Social Capability (self awareness and management)	√		√	
Personal and Social Capability (social awareness and management)		√		√
Design Technologies		√		
Digital Technologies			√	
Every semester	Once a year	Two year cycle		