



Kurunjang Primary School

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CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Kurunjang 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.

OVERVIEW

Kurunjang 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.

Kurunjang 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](#)

Kurunjang Primary School is committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success. The school's strategic direction for 2020-2023 is centered on improving student outcomes in literacy and numeracy; improving students' confidence and engagement in learning and their connectedness with their peers, their teachers, the school and the community; establishing a safe, calm and orderly learning environment; and maximising all aspects of school operations resource allocations to achieve the best possible outcomes for students. Our prioritized initiatives within the Framework for Improving Student Outcomes (FISO) are Building Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion.

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IMPLEMENTATION

Kurunjang Primary School implements all areas of the Victorian Curriculum; Literacy, Numeracy, Humanities, Personal and Social Capabilities and Specialist Subject Areas. Each year the school will map out its curriculum offerings. 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 A**)

Pedagogy

The pedagogical approach at Kurunjang Primary School is guided by the Essential Learnings in the Victorian Curriculum F -10 and use a range of student data to provide our students with authentic learning experiences that are reflective of their individual needs and the Essential Learnings. PLTs plan collaboratively taking into consideration the learning needs of all students in their year level to ensure consistency in each class, with a consistent focus on HITS and FISO 2.0

Assessment

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

Students at Kurunjang 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. Students are assessed on an ongoing basis, and this assessment is embedded in the school's curriculum program as both formative and summative assessments. Staff, students and carers have access to accurate information about student performance.

- *Teachers at Kurunjang 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 use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, pre and post assessments, small group discussions, 1:1 conferencing, standardized assessments (MOI, EOI, F&P)*
- *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.*
- *Kurunjang 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*

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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.*
- *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

Kurunjang Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Kurunjang Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through fortnightly ongoing report comment uploads and twice-yearly formal reporting with Victorian Curriculum scores.

At Kurunjang Primary School, COMPASS ongoing reporting is utilised for fortnightly communication with parents/carers with ongoing assessment of student progress. 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.

- *Kurunjang Primary School reports 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.

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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 & Curriculum Areas	Curriculum planning is completed termly using a GANT chart. This is supported by the Victorian Curriculum, school developed scope & sequence documents, essential learnings and current student learning data (F&P, NAPLAN, Teacher Judgement scores)	PCT LT LS PLC	Ongoing
Year levels	Year level planning is undertaken termly as noted above through documentation using a GANT chart, supported by the above mentioned school developed documentation, supported by PLC leaders, curriculum leaders, middle leaders and PCT.	PCT LT LS PLC	Ongoing
Units and lessons	Unit and lesson plans are developed and reviewed in fortnightly cycles, considering relevant and current student learning data. These plans are reviewed through pre and post assessments, anecdotal notes and teacher judgement data. PLC teams are supported by curriculum leaders, leading teachers and PCT during unit planning meetings.	PLC LS LT PCT	Fortnightly Ongoing

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Review of teaching practice

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

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Appendix A – Curriculum Plan – Including Time allocations

The curriculum is based on the Victorian curriculum. The timetable is structured on a weekly basis and will provide dedicated time to literacy, numeracy and specialist programs. Subjects will also be integrated into inquiry and investigations units. Whilst times are allocated below, it must be noted that this is an average over the year.

Domain	Foundation	Years 1-2	Year 3-4	Years 5-6
Literacy <i>Includes library / language investigations (F-2)</i>	10	10	10	10
Mathematics	5	5	5	5
Investigations	2	2		
Inquiry	2	2	3	3
SWPBS/SEL/RR/TRP	1	1	1	1
LOTE (Auslan)	1	1	1	1
Physical Education <i>Specialist Teacher</i>	1	1	1	1
Visual Art <i>Specialist Teacher</i>	1	1	1	1
Performing Arts <i>Specialist Teacher</i>	1	1	1	1
Science <i>Specialist Teacher</i>	1	1	1	1
Kitchen Garden (Semester) <i>Teacher Attends</i>	1	1	2	2
House Sport <i>Teacher Attends</i>			1	1

POLICY REVIEW AND APPROVAL

Policy last reviewed	17/10/23
Approved by	Thomas Goddard
Next scheduled review date	October 2027

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