CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Example 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

Karingal 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.

Karingal 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

Karingal Primary School is a welcoming and inclusive school that provides a calm and engaging learning environment that supports students to grow academically, socially and emotionally. Karingal Primary School offers both a mainstream and Montessori learning pathway, providing families with a unique educational choice within the one school community.

At Karingal Primary School, we are committed to developing respectful, resilient and confident learners who are encouraged to achieve their personal best. Guided by our values of Respect, Integrity, Persistence, Relationships and Resilience, we foster a culture of high expectations, collaboration and care across all areas of school life. A strong focus is placed on student wellbeing, inclusion and positive relationships. Our school works closely with families and the wider community to create a safe, supportive and connected environment where students feel confident to learn and participate.

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.

IMPLEMENTATION

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

Teaching and learning programs are designed to engage and challenge students while supporting individual growth and success. Literacy and Numeracy remain central to learning, supported through explicit teaching, differentiated learning opportunities and ongoing monitoring of student progress.

Students also benefit from a broad and engaging curriculum across specialist areas including Visual Arts, Performing Arts, Physical Education and Science. Contemporary technologies and ICT resources are integrated throughout learning programs to enhance student engagement, creativity and problem-solving skills.

Further information on how our school implements the curriculum, including the learning areas provided at each year level, 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.

Language provision

Example School will deliver Japanese as a Language, based on the decision of the School Council.

Pedagogy

At Karingal Primary School, we believe that every child is a unique learner who deserves to be challenged, supported and inspired to achieve their personal best. Our approach to teaching and learning is grounded in high expectations, positive relationships, evidence-based practices and a commitment to meeting the individual learning needs of every student.

Our pedagogical approach is guided by the **Victorian Teaching and Learning Model (VTLM 2.0)**, incorporating explicit teaching, a structured and sequential curriculum, ongoing assessment and differentiated instruction. We recognise that students learn best when teaching is purposeful, engaging, clearly structured and responsive to their individual strengths, abilities and learning needs.

How We Teach

Our teachers use a consistent, evidence-informed approach to planning, delivering and evaluating teaching and learning. This includes:

- **Explicit Teaching:** Teachers clearly communicate learning intentions and success criteria, model new skills and concepts, provide guided practice and gradually support students towards independent application of their learning.
- **Structured and Sequential Learning:** Lessons are carefully planned to build on students' prior knowledge, with new concepts introduced in manageable steps and opportunities for regular review, practice and consolidation.
- **Checking for Understanding:** Teachers use questioning, formative assessment, student responses and feedback throughout lessons to monitor understanding, identify misconceptions and adjust instruction.
- **Differentiated Teaching and Adjustments:** Learning is adapted to meet the diverse needs of students through targeted instruction, scaffolding, modified tasks, individual learning goals, appropriate adjustments and extension opportunities.
- **Evidence-Based Literacy and Numeracy Instruction:** Teachers use systematic, explicit approaches to developing foundational skills, knowledge and understanding, ensuring students have the essential building blocks for future learning.
- **Assessment-Informed Teaching:** Student achievement data, classroom observations and ongoing assessment inform planning, targeted intervention and the monitoring of individual growth.

At Karingal Primary School, success is measured not only by academic achievement but also by the individual growth,

confidence, independence, resilience and wellbeing of every student.

Through high-quality explicit teaching, purposeful assessment, personalised support and positive relationships, we strive to ensure every student experiences success, develops a love of learning and builds the knowledge, skills and confidence needed for their future.

Our commitment is simple: Every student is known, every student is supported, every student is challenged, and every student is given the opportunity to succeed.

Inspiring; Nurturing; Learning… Shaping the Future Together.

Assessment

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

Students at Karingal 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.

We assess to understand, we use evidence to inform teaching, and we monitor progress to ensure every student continues to grow.

Teachers at Karingal 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.
- Karingal Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program (DIP), 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.
- 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

Karingal Primary School implements the Victorian Department of Education's Reporting Student Achievement and Progress Foundation to 10 Policy to ensure that student achievement, growth and progress are communicated clearly, accurately and consistently to students and their families.

Our school provides parents and carers with written student achievement reports twice yearly, at the end of Semester 1 and Semester 2, in accordance with Department of Education requirements. Reports communicate student achievement against the Victorian Curriculum F–10, including achievement levels, progress over time and teacher comments that identify student strengths and areas for improvement, as required by the policy.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form. Reports 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).
- Use a learning dimensions scale for other areas of the curriculum.

Parent-teacher interviews, conducted in early Term 3, 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.

Student achievement is determined through a range of assessment practices, including formative and summative assessments, teacher observations, student work samples and professional teacher judgements. Teachers use this evidence to provide an accurate and balanced representation of each student's learning and progress.

Karingal Primary School recognises the importance of strong partnerships between home and school. Parents and carers are provided with opportunities throughout the year to discuss their child's learning, achievement, wellbeing and progress through parent-teacher interviews, Student Support Group (SSG) meetings where applicable, and ongoing communication with classroom teachers.

Following the distribution of semester reports, parents, carers and students are encouraged to discuss the report with their classroom teacher. Families may request a meeting by contacting the teacher through Compass or the school office. These discussions provide opportunities to seek clarification about achievement levels, assessment information, student progress, areas for improvement and future learning goals.

Where further clarification or support is required, parents and carers may request a meeting with a member of the school leadership team, including the Principal or Assistant Principal, through the school office.

Students are encouraged to actively participate in discussions about their learning, reflect on their achievements, understand teacher feedback and identify goals for continued improvement.

Through our reporting processes, Karingal Primary School is committed to ensuring that every student's learning journey is recognised, progress is celebrated and families are informed and actively involved in supporting their child's ongoing growth and achievement.

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.

Karingal Primary School undertakes a systematic and collaborative approach to reviewing curriculum planning and implementation to ensure all students have access to a comprehensive, sequential and engaging curriculum aligned with the Victorian Curriculum F–10.

Curriculum reviews are informed by student achievement data, teacher professional judgement, assessment outcomes, student learning needs and school improvement priorities. Reviews occur at whole-school, curriculum area, year-level and unit/lesson levels to ensure consistency, continuity and ongoing improvement in teaching and learning.

Layer of review/planning	Process and data used	Responsibility	Timeframe

Whole school	Review the whole-school curriculum plan to ensure coverage, balance, sequencing and alignment with the Victorian Curriculum F–10. Analyse NAPLAN, PAT, Essential Assessment, teacher judgements, school assessment data, Attitudes to School Survey and Annual Implementation Plan (AIP) priorities. Review implementation of VTLM 2.0 and whole-school teaching practices. Identify priorities for curriculum improvement, professional learning and resource allocation.	Principal, School Leadership Team and teaching staff.	Annually during school review and AIP planning processes, with progress monitored each term. Comprehensive review aligned with the four-year School Strategic Plan cycle.
Curriculum Areas	Review curriculum scope and sequences, content coverage, achievement standards, assessment schedules and teaching resources across learning areas. Analyse student achievement and growth data, identify curriculum gaps or duplication, and review consistency of explicit teaching and assessment practices. Consider the effectiveness of literacy, numeracy, specialist programs and intervention approaches.	Curriculum leaders, Learning Specialists (where appointed), relevant teaching teams and School Leadership Team.	Annually, with curriculum area reviews and adjustments undertaken each semester and as required.
Year levels	Collaboratively review year-level curriculum plans to ensure appropriate sequencing, curriculum coverage, differentiation and consistency across classrooms. Analyse pre-assessment and post-assessment data, Essential Assessment results, student work samples, teacher judgements and data walls. Identify students requiring additional support or extension and adjust teaching programs accordingly.	Classroom teachers, year-level teams and curriculum leaders, with oversight from the School Leadership Team.	At the beginning of each term, with ongoing review during regular collaborative planning meetings.

Units and lessons	Review teaching and learning sequences against learning intentions, success criteria and student achievement. Use formative assessment, checks for understanding, student work samples, observations, questioning and assessment results to evaluate lesson effectiveness. Adjust instruction, scaffolding, pacing, differentiation and learning tasks in response to student needs. Apply VTLM 2.0 principles, including explicit teaching, modelling, guided practice and independent application.	Classroom teachers and specialist teachers, supported by curriculum leaders and the School Leadership Team.	Weekly during planning sessions, with daily adjustments based on formative assessment and student responses. Units reviewed upon completion to inform future planning.

Monitoring and Continuous Improvement

The School Leadership Team oversees curriculum review processes to ensure alignment with the school's strategic priorities, the Victorian Curriculum F–10 and Department of Education requirements.

Curriculum documentation, including whole-school scope and sequences, year-level planners, unit plans and weekly teaching planners, is maintained in the school's shared Google Drive to support consistency, collaboration and accountability.

Findings from curriculum reviews inform future planning, professional learning, targeted interventions, teaching adjustments and resource allocation.

Through regular review, collaborative planning and evidence-informed decision-making, Karingal Primary School ensures its curriculum remains responsive to student needs and supports continuous improvement in student learning outcomes.

Review of teaching practice

Karingal Primary School reviews teaching practice via:

- Professional Learning Teams, 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
- o whole school curriculum plan
- o teaching and learning program for each learning area and capability
- o teaching and learning program for each year level
- o unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2026
Approved by	Principal, Samantha Cooke
Next scheduled review date	November 2030