



CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Cranbourne Park 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 plans.

OVERVIEW

Cranbourne Park 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.

Cranbourne Park 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](#)

AIMS

Cranbourne Park Primary School aims to:

- provide a safe, supportive and inclusive environment for all students, staff and members of our community
- recognise the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing
- share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students
- embed our school vision of “To inspire every student to achieve all round success in every aspect of their lives”
- use the latest research to inform our planning and teaching. This includes the ‘Science of Reading’ and using the ‘Talk for Writing’ approach.
- plan a broad curriculum that is 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.
- support the delivery of the curriculum through selecting a wide range of suitable educational resources and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Cranbourne Park Primary School implements its curriculum with the following weekly timetable and expectations:

Subject	Time Allocation (per week)
Core Literacy Skills (inc. Reading & Writing)	10 hours
Mathematics	5 hours
Science	1 hours
Humanities (History / Geography / Civics & Citizenship)	1 hour
Respectful Relationships / Wellbeing	1 hour
PMP (P-2) / Year Level Sport (3-6)	1 hour
Library	30 minutes
Outdoor Learning (e.g. garden / cubbies)	30 minutes
Other (inc. year level assemblies)	1 hour
LOTE (AUSLAN)	1 hour
The Arts	1 hour
Physical Education	1 hour
STEM	1 hour
TOTAL TIME:	25 hours

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 plans.

Language provision

Cranbourne Park Primary School will deliver AUSLAN as a Language, based on the identified needs and preferences of the school and community.

Pedagogy

The pedagogical approach at Cranbourne Park Primary School is based on the latest research and explained in detail in the Curriculum Handbook.

Assessment

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

Students at Cranbourne Park 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. Cranbourne Park Primary School has an assessment schedule detailing which assessments must be completed and when.

- Teachers at Cranbourne Park 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.
- 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.
- Our 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.
- 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

Cranbourne Park Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, we ensure that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

The 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.

- Cranbourne Park 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent check-ins are conducted each term, and 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	<p>Curriculum is a standing item in the Leadership meeting agenda. This can include evaluation of current practices, modifications and long-term planning.</p> <p>The CPPS Curriculum Handbook is updated throughout the year in preparation for the following year.</p> <p>A range of data is used to inform curriculum planning and delivery, including assessment data/ growth, current research, student and teacher feedback.</p>	Leadership Team	Ongoing, with yearly updates of the handbook.
Year levels	The CPPS PLTs cycle through reading, writing, maths and wellbeing. During these PLTs, data is analysed and curriculum plans for the week and term are developed and evaluated.	PLTs (Cohort teams)	Following the PLT cycle
Lessons	Teachers use a mix of summative and formative assessments along with the CPPS curriculum handbook to efficiently plan lessons. Lessons are planned in year level teams after the latest data has been unpacked.	Teachers	Weekly

Review of teaching practice

Cranbourne Park Primary 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; and
- peer observations and formal discussions with staff. All staff work with the leadership team to review practice, look at areas for growth and set plans/goals/professional learning to support individuals.

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:
 - Cranbourne Park Primary School Teacher Handbook
 - Cranbourne Park Primary School Curriculum Handbook

POLICY REVIEW AND APPROVAL

Policy last reviewed	15/06/2023
Approved by	Ross Carlson
Next scheduled review date	June 2026