

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand this policy, please contact our school office via email: Kingsville.ps@education.vic.gov.au or phone: (03)9314 5869

PURPOSE

The purpose of this framework is to outline Kingsville 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

Kingsville 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.

Kingsville 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](#)

Kingsville Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community where diversity is valued, celebrated and respected. Through a culture of

excellence and high expectations, we foster a stimulating learning environment that empowers students to become confident, caring and active members of their local and global communities.

As an International Baccalaureate Primary Years Programme (PYP) school, we believe students learn best when they are engaged in meaningful, inquiry-based learning that connects across disciplines and relates to the world around them. The PYP framework supports the development of knowledgeable, reflective and principled learners who demonstrate the attributes of the IB Learner Profile and take action as responsible global citizens.

Our innovative and comprehensive curriculum is planned and taught sequentially, providing students with opportunities to develop deep conceptual understandings across all learning areas throughout their years of schooling. Through inquiry, collaboration and reflection, students are encouraged to take ownership of their learning, ask questions, think critically and apply their knowledge in authentic contexts.

The curriculum is designed to develop strong academic, social and emotional capabilities, foster engagement with the wider community and utilise a wide range of technologies to enhance learning outcomes. Students are encouraged to strive for excellence in all their endeavours, celebrate personal growth and contribute positively to society.

To support the delivery of our curriculum, Kingsville Primary School carefully selects and utilises a broad range of high-quality educational resources, provides meaningful learning opportunities beyond the classroom, sets homework that reinforces and extends classroom learning, and implements ongoing assessment and continuous reporting practices that provide timely feedback to students and families on learning progress and achievement.

IMPLEMENTATION

Kingsville Primary School implements its curriculum in a transdisciplinary approach encompassing English, Mathematics, Humanities, Digital Technologies, Languages, the Arts and Health and PE. At Kingsville Primary School, class time is structured into a weekly timetable, with 25 hours of learning per day, broken into 60-minute sessions.

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.

Language provision

Kingsville Primary School will deliver Auslan as a Language, based on the inclusive nature of the language and lifelong retention for the learners.

Pedagogy

The pedagogical approach at Kingsville Primary School the pedagogical approach at Kingsville Primary School is grounded in the belief that every student can learn and achieve success when provided with high-quality teaching, strong relationships and inclusive learning environments. As an International Baccalaureate Primary Years Programme (PYP) school, we combine inquiry-based learning with evidence-based teaching practices to develop knowledgeable, curious and capable learners.

Teachers use a consistent whole-school approach to planning and delivering learning that is informed by student data, the Victorian Curriculum and the IB Primary Years Programme framework. Learning

experiences are designed to be engaging, challenging and differentiated to meet the diverse needs of all students.

Across the school, teachers implement a range of High Impact Teaching Strategies (HITS), including setting clear learning intentions and success criteria, explicit teaching, worked examples, collaborative learning, questioning, feedback, metacognitive strategies and differentiated instruction. These approaches ensure students understand what they are learning, why they are learning it and how they can improve.

Inquiry is a key feature of teaching and learning at Kingsville Primary School. Students are encouraged to ask questions, investigate authentic issues, make connections across disciplines and take action based on their learning. Teachers support students to develop agency by providing opportunities for voice, choice and ownership within the learning process.

Subject-specific pedagogies are embedded throughout the curriculum. Literacy instruction incorporates explicit teaching of reading, writing, speaking and listening skills alongside rich opportunities for authentic application. Mathematics teaching balances explicit instruction of key concepts and skills with inquiry, problem-solving and mathematical reasoning. Specialist programs utilise contemporary, discipline-specific practices that promote creativity, critical thinking and skill development.

Assessment

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

Students at Kingsville 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 Kingsville 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.*
- *Kingsville 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.
- 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

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

At Kingsville Primary School *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.*

- Kingsville 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-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. Student led conferences will also feature once per year to enable students to discuss their learning towards their goals.

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	The School Improvement Team reviews whole school curriculum plans against the	School Improvement Team	Beginning of each school year

	Victorian Curriculum ensuring all students have access to essential learning.		
Curriculum Areas	Learning Specialists review curriculum unit overviews against the Victorian Curriculum ensuring all students have access to essential learning.	School Improvement Team	Each Term
Year levels	Professional Learning Teams review and develop unit sequences that align to whole school and curriculum area documents. Ongoing assessment and data inform decision making.	Teaching teams	Each Term
Units and lessons	Professional Learning Teams review and develop unit planners and lesson plans that align to whole school, curriculum area documents and unit sequences. Ongoing assessment and data inform decision making.	Teaching Teams	Weekly

Review of teaching practice

Kingsville 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 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	May 2026
Approved by	Emma Vasilevski
Next scheduled review date	May 2029