

# CURRICULUM FRAMEWORK

## Overview

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Carlton North Primary School (CNPS) encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula.

Each year the school will map out its curriculum offerings. CNPS will meet the minimum standard with:

- An explanation of how and when curriculum and teaching practice will be reviewed (statement is at 2.2 of this Guide)
- An outline of how the school will deliver its curriculum is found in the CNPS Scope and Sequence documents.
- A time allocation per each of the ten learning areas (Appendix A)
- A documented strategy to improve student learning outcomes (statement is at 3.0 of this Guide)
- An Assessment Schedule - from Term 1 2021 (Appendix B)

## 1. CURRICULUM GUIDELINES

CNPS will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

CNPS will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

Teaching and learning programs will be resourced through Program Budgets.

The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.

## 2. PROGRAM

### 2.1 Program Development

CNPS will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and school. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program including involvement in intervention programs offered at the school.

The school will implement the Framework for Improving Student Outcomes (FISO), a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

At CNPS the Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

## 2.2 Program Implementation

The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from staff involved in leading the curriculum area when determining programs for the following school year.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment schedules, record keeping documentation and pro-formas will be used.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented. Students in F-6 have the opportunity to learn Italian within the LOTE program.

The use of technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

Curriculum Coordinators will be required to review their program and prepare a comprehensive annual program budget to be submitted to School Council.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

## 2.3 Student Wellbeing and Learning

CNPS will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences;
- School Wide Positive Behaviours and Respectful Relationships curriculum;
- providing a flexible, relevant, inclusive and appropriate curriculum; and
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

DET and CNPS is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

CNPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

### **2.3.1 Students with Disabilities**

The DET and CNPS are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. CNPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

### **2.3.2 Koorie Education**

CNPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

## **2.4 Program Evaluation & Teaching Practice Review**

The school's curriculum will be regularly audited to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to NAPLAN, Essential Assessment school-based testing and teacher judgments based on learning outcomes in the Victorian Curriculum.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority (VRQA).

The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

### **3. STUDENT LEARNING OUTCOMES**

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

CNPS undertakes a range of student assessment and reporting activities to inform and support student learning. Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. CNPS has a comprehensive assessment schedule (Appendix B).

Data plays a key part in the ongoing school improvement process.

#### **3.1 Data Collection**

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN (Years 3 & 5), English Online Interview, Mathematics Online Interview, Fountas and Pinnell Reading Assessment, Essential Assessment, PAT.

The School Leadership team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

#### **3.2 Data Analysis**

All teaching staff will implement the school's assessment schedule.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including those at risk, developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.

#### **3.3 Data and Achievement Reporting**

Reporting communicates whole school data and comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

For students: Feedback will be given about current learning and areas for future learning. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Regular Seesaw updates, student reports and parent/teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement and to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community. The Department reports CNPS' systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

### **Appendices Connected to This Policy:**

Appendix 1: Time Allocations per Learning Area (Foundation to Year 6)

Appendix 2: Assessment Schedule

### **Related DET RESOURCES**

The Department's Policy and Advisory Library:

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Drug Education Policy](#)

### **Evaluation**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This document was created Feb 2022. To be reviewed in 2026.

## Appendix A

### Time Allocations per Learning Area

The F-6 curriculum based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is 50 minutes.

The breakdown of the weekly cycle is as follows:

Foundation - Year 6	
Learning areas	50 minute sessions per week
English - Reading	minimum 5
English - Writing	minimum 5
Mathematics	minimum 5
Science	minimum of 1
Physical Education	1
The Arts	1
Science Technologies Engineering Art Mathematics (STEAM)	1
LOTE - Italian	1
Wellbeing	minimum 1
Inquiry	minimum 1
<b>TOTAL</b>	<b>30 sessions per week</b>

## Appendix B

### Assessment Schedule - from Term 1 2021

#### Foundation

Assessment	Term 1	Term 2	Term 3	Term 4
F & P (for changing level)	y	y	y	y
Sight words	y	y	y	y
EOI	y			
Essential Assessment - reading		Trial Term 2 reports - small group		y
Guided reading/reading conference	y	y	y	y
MOLI	y		y?	
Essential Assessment - maths	y	y	y	y
Writing moderation	y	y	y	y
Handwriting samples	y	y	y	y
Progression points and PLS		y		y
Writing Conference/Goal Setting*	Y* not goal setting yet.	y	y	y
Open-ended Inquiry Assessments				

## Year 1/2

Assessment	Term 1	Term 2	Term 3	Term 4
<b>Mathematics</b>				
Essential Assessment Maths general all	Y - Pre	Y - Mid		Y - Post
Essential Assessment Maths Pre and Post	Y	Y	Y	Y
MOLI		Y - sections as needed (e.g. Section B: place value)	y?	
<b>Reading</b>				
Essential assessment reading		y		y
Fountas and Pinnell Benchmarking	As needed	y	y	y
Reading Conferences	Y - including 'interview' questions	y	y	y
<b>Writing</b>				
Writing Conferences/ Goal Setting	Y	y	y	y
Magic words - needs basis	y	y	y	y
Essential assessment spelling	y	y	y	y
Writing moderation	y	y	y	y
Essential Assessment (trailing)		?		?
<b>Inquiry/Science</b>				
Open-ended Inquiry and science Assessments/projects	y	y	y	y
<b>Formal reporting</b>				
Formal Reporting on all subjects to parents		y		y

## Year 3/4

Assessment	Term 1	Term 2	Term 3	Term 4
Essential Assessment Maths General all	Y	Y		Y
Essential Assessment Maths Pre and Post	Y	Y	Y	Y
On Demand - Maths		Y (as needed)		Y (as needed)
Open-ended Maths Assessments	Y	Y	Y	Y
Numeracy (Number) Goal Setting				
Essential Assessment Reading		Y		Y
Fountas and Pinnell Benchmarking (running records)	Y	Y	Y	Y
Reading Conferences	Y	Y	Y	Y
Writing Conferences	Y	Y	Y	Y
My spelling (Essential Assessment)	Y	Y	Y	Y
Oxford Word List (As needed)	Y			
Sound check (As needed)	Y			
NAPLAN (Yr 3)		Y		
Open-ended Inquiry Assessments	Y	Y	Y	Y
Teacher checklists & rubrics	Y	Y	Y	Y
Vic Curric Progression points		Y		Y
Writing Moderation		Y		Y
PAT Reading (high)				Y
Writing Conferencing/ Goal Setting	Y	Y	Y	Y

Assessment	Term 1	Term 2	Term 3	Term 4
Essential Assessment Maths General all	Y	Y		Y
Essential Assessment Maths Pre and Post	Y	Y	Y	Y
Essential Assessment Maths General all	Y	Y		Y
Essential Assessment Maths Pre and Post	Y	Y	Y	Y
On Demand - Maths	Y	Y		Y
Open-ended Maths Assessments	Y	Y	Y	Y
Numeracy (Number) Goal Setting		Y	Y	Y
Essential Assessment Reading		Y		Y
Fountas and Pinnell Benchmarking	Y	Y	Y	Y
Reading Conferences	Y	Y	Y	Y
Writing Conferences	Y	Y	Y	Y
NAPLAN (Yr 5)		Y		
Teacher checklists & rubrics		Y	Y	Y
Vic Curric Progression points		Y		Y
Writing Moderation		Y		Y
PAT Reading (high)		Y		Y
Writing Conferencing/Goal Setting	Y	Y	Y	Y
Open-ended Inquiry Assessments	Y	Y	Y	Y
Open-ended Science Assessment	Y	Y	Y	Y