

## CURRICULUM FRAMEWORK POLICY

### PURPOSE

The purpose of this framework is to outline Karwan 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

Karwan 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.

Karwan 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](#)

Karwan Primary School is committed to our community by providing a safe, and nurturing environment in which diversity is valued and celebrated. It is a highly inclusive school where differing needs are acknowledged, accepted and met. Our stimulating teaching and learning program is progressive and innovative that strives to prepare students to be confident, passionate and curious lifelong learners.

Karwan Primary School facilitates the teaching of the Victorian Curriculum Levels F-10 (inclusive of Levels A-D) through differentiated and tailored programs that ensures all the learning areas are substantially addressed across the year levels and bands of schooling. Our staff plan sequential learning tasks which allow students to grow links with the local, wider and global communities and cultivate a sense of pride in our school.

Our learning program is challenging but achievable. Teachers will cater to students requiring extension and/or intervention activities. English as an Additional Language will be a focus inside our Literacy programs in recognition of the culturally diverse community.

## IMPLEMENTATION

Karwan Primary School has developed a program that ensures all the learning areas are substantially address across the year levels and bands of schooling:

### **Our F – Year 2 learning program provides:**

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- A learning program drawing on the other curriculum areas including:
  - Humanities (theme based)
  - Technologies
  - Languages (French)

### **Our Year 3 – 4 learning program provides:**

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- A theme-based Humanities Program (History, Geography, Civics and Citizenship) across the two-year band
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band
- A Languages Program (French)

### **The Year 5-6 learning program provides:**

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education
- A theme-based Humanities Program (History, Geography, Civics and Citizenship, and Business and Economics) across the two-year band
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band
- A Languages Program (French)

### **Band 1 (Prep to Year 2)**



F-2 Learning Program	Subjects	Sessions p/w
Curriculum Area	English	10 sessions per week
	Mathematics	5 sessions per week
	The Humanities	3 sessions per week
	Health and Physical Education	4 sessions per week
	Science	1 session per week
	The Arts	1 session per week
	Technologies	1 session per week (Semesterly)
	Languages	1 session per week (Semesterly)

### Band 2 (Years 3 and 4)

Grade 3-4 Learning Program	Subjects	Sessions p/w
Subjects	English	10 sessions per week
	Mathematics	5 sessions per week
	The Humanities	3 sessions per week
	Health and Physical Education	4 sessions per week
	Science	1 session per week
	The Arts	1 session per week
	Technologies	1 session per week (Semesterly)
	Languages	1 session per week (Semesterly)

### Band 3 (Years 5 and 6)

Grade 5-6 Learning Program	Subjects	Sessions p/w
Subjects	English	10 sessions per week
	Mathematics	5 sessions per week
	The Humanities	3 sessions per week
	Health and Physical Education	4 sessions per week
	Science	1 session per week
	The Arts	1 session per week
	Technologies	1 session per week (Semesterly)
	Languages	1 session per week (Semesterly)

### Language provision

Karwan Primary School will deliver French as a Language, based on the feedback provided by parent/carers and community.

### Pedagogy

At Karwan Primary School, our pedagogical approach is grounded in the principles of the Framework for Improving Student Outcomes (FISO 2.0) and the Victorian Teaching and Learning Model (VTLM 2.0). We are committed to a whole-school focus on explicit teaching, where learning intentions, success criteria, and structured modelling are consistently embedded in every classroom. Teachers use high-impact teaching strategies (HITS), such as questioning, feedback, and differentiated instruction, to support all learners. Ongoing analysis of student learning data informs planning and instruction,

ensuring that teaching is targeted and responsive to the individual needs of every student. Through a shared commitment to reflective practice and continuous improvement, we foster a learning environment where all students are challenged, supported, and empowered to achieve their personal best.

## CURRICULUM ORGANISATION

At Karwan Primary School, students undertake 25 x 60 minute sessions per week, totaling 25 hours of instruction per week, **consistent with** the Department of Education and Training's requirement of a minimum of 25 hours per week as indicated in the table below:

Prep - Year 6 Learning Program	English	Maths	Science	Languages	Humanities	Health and Physical Education	The Arts	Technologies
Time allocation per week	10 x 60 minutes	5 x 60 minutes	1 x 60 minutes	1 x 60 minutes	3 x 60 minutes	4 x 60 minutes	1 x 60 minutes	1 x 60 minutes
Semester 1	English	Maths	Science	Languages	Humanities (different theme each term)	Health and Physical Education	Performing Arts	Design & Digital Technologies
Semester 2				n/a			Visual Arts	n/a

At Karwan Primary School the organisation of the curriculum program is indicated on the timetable below:

Timetable for Prep – Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:40am – 9:40am	English	English	English	English	English
Learning Session 2 9:40am – 10:40am	English	English	English	English	English
<b>Morning break (10:40am – 11:10am)</b>					
Learning Session 3 11:10am – 12:10pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Learning Session 4 12:10pm – 1:10pm	The Arts	Health and Physical Education	The Humanities	The Humanities	The Humanities
<b>Lunch break (1:10pm – 1:50pm)</b>					
Learning Session 5 1:50pm – 2:50pm	Health and Physical Education	Science	Health and Physical Education	Health and Physical Education	Languages/Design & Digital Technologies

## ASSESSMENT

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

Students at Karwan 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.

Assessment at Karwan Primary School is an integral part of our school-based curriculum program and is used to monitor student progress, inform teaching, and support improved learning outcomes. We implement a balanced approach that includes both formative and summative assessment practices across all learning areas. Formative assessment is embedded in daily teaching and includes strategies such as questioning, feedback, observations, and work samples to identify student learning needs and guide next steps. Summative assessments, including common assessment tasks, standardised testing, and end-of-unit evaluations, are used to measure student achievement against the Victorian Curriculum standards. Teachers use a range of assessment data to track progress over time, inform targeted teaching, and engage students in their own learning through goal setting and reflection. Assessment practices are consistent, inclusive, and aligned with the Department of Education's Assessment of Student Achievement and Progress Foundation to 10 policy.

- *Teachers at Example 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.*
- *Example 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

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

At Karwan Primary School, we implement the *Reporting Student Achievement and Progress Foundation to 10* policy by providing formal written reports to parents and carers twice per year for each student, in both print and/or digital formats. Reports are written in plain, accessible language and directly reference the Victorian Curriculum F–10 achievement standards. For each curriculum area taught, we include teacher judgements indicating the student’s current achievement level, their progress since the previous report, and a five-point scale to support clear understanding of learning growth. In addition to written reports, we provide structured opportunities for parents, carers, and students to engage in discussions with teachers and/or school leaders through parent–teacher interviews, student-led conferences, or other agreed formats. These conversations support a shared understanding of student progress and future learning goals. Teacher judgments are uploaded to CASES21 in accordance with departmental timelines, and student reports are stored securely as per the department’s Records Management policy.

In **addition** to using the assessment process outlined in the [Assessment of Student Achievement and Progress Foundation to 10 policy](#) and **Assessment Schedule** Karwan Primary School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Karwan Primary School uses sources of information that enable the school to make better decisions about how to improve learning outcomes and to understand the various factors that are contributing to an aspect of the student and school performance.

Data source	The purpose of data collection	How the data analysed and when	How the analysis used/fed-back to improve student learning outcomes
<b>WHOLE SCHOOL</b> assessment and data to enable schools to plan for and achieve improvements in those learning outcomes.			
NAPLAN data	NAPLAN data is collected to enable comparison to ‘similar schools’ and State and National standards and targets set accordingly.	Data will be analysed each year to address areas for improvement. Identified areas will be documented and included in the following year’s planning.  The School Improvement Team (SIT) will use the data to: <ul style="list-style-type: none"> <li>• examine trends, to see how performance has changed over time</li> </ul>	Targets to improve, maintain or exceed NAPLAN results will form part of the School’s Strategic Plan (SSP) and Annual Implementation Plan (AIP).

		<ul style="list-style-type: none"> <li>consider the achievements of specific groups of students to assess their performance</li> <li>analyse outcomes for individuals and groups of students as they move from one-year level to the next</li> <li>evaluate differences in outcomes between different skill areas within English and Mathematics</li> <li>make comparisons with state averages or state-wide information about schools with similar student backgrounds.</li> </ul>	
Victorian Curriculum F-10 teacher judgement	Victorian Curriculum F-10 teacher judgement scores will be used mid-year and end of year for the purpose of reporting to parents/carers.	Mid-year and end of year	<p>At risk students performing 12 or more months behind the expected level will be identified and will be placed on their own Individual Learning Plan (ILP).</p> <p>Students identified as performing 12 or more months above the expected level will be identified and will be placed on their own Individual Learning Plan (ILP).</p>
Students Attitudes to School Survey	Students Attitudes to School Survey is collected to gauge the experiences of the students in Years 4, Years 5 and Years 6 at Karwan Primary School and enable comparison to 'similar schools' and State averages.	Annually by the School Improvement Team (SIT) to allow for analysis of strengths, areas for improvement, trends.	Targets to improve, maintain or exceed Student Attitudes to School Survey results will form part of the School's Strategic Plan (SSP) and Annual Implementation Plan (AIP).
School Staff Survey	School Staff Survey is collected to gauge the experiences of the school staff at Karwan Primary School and enable	Annually by the School Improvement Team (SIT) to allow for analysis of strengths, areas for improvement, trends.	Targets to improve, maintain or exceed School Staff Survey results will form part of the School's Strategic Plan (SSP) and

	comparison to 'similar schools' and State averages.		Annual Implementation Plan (AIP).
Parent/Caregiver/Guardian Opinion Survey	Parent/Caregiver/Guardian Opinion Survey is collected to gauge the experiences of the school staff at Karwan Primary School and enable comparison to 'similar schools' and State averages.	Annually by the School Improvement Team (SIT) to allow for analysis of strengths, areas for improvement, trends.	Targets to improve, maintain or exceed Parent/Caregiver/Guardian Opinion Survey  results will be used further improve the school.
Student Attendance Data	To monitor student attendance and put supports in place to ensure more students are at school, more often.	Ongoing by classroom teachers, Professional Learning Communities (PLCs) Leaders and School Improvement Team (SIT) meetings.	Supports will be put in placed based on tier approach. Tier 1 - universal (supports all students) Tier 2 - targeted (supports some students) Tier 3 - intensive (supports a few, individual students)
<b>COHORT (Year Level, Subject Area, Vulnerable Groups)</b> assessment and data to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort			
Transition advice from early learning centres for Prep students	Transition advice from early learning centres for Prep students supports the smooth transition to school and allows for supports to be in place for identified students.	Term 4 of the year before the student enters Karwan Primary School	The following years' Prep teachers to inform the teaching and learning program.
Initial parent-teacher meeting	Initial parent-teacher meeting supports the smooth transition to school or between year levels and allows for supports to be in place for identified students	Early Term 1 by the classroom teacher	To inform the teaching and learning program and other classroom activities.
English Online Interview	English Online - <b>Interview identifies individual, small groups and cohorts needs and next steps of learning.</b>	Term 1 and then ongoing by the classroom teacher and teachers of the Professional Learning Communities.	To inform the teaching and learning program of the individual classroom and classrooms of the cohort.
Mathematics Online Interview	Mathematics Online - Interview identifies individual, small groups and cohorts needs and next steps of learning.	Term 1 and then ongoing by the classroom teacher and teachers of the Professional Learning Communities.	To inform the teaching and learning program of the individual classroom and classrooms of the cohort.

School-selected, standards-referenced proprietary assessment tools (e.g., PAT tests, On-Demand, Fountas and Pinnel, Digital Assessment Library Assessments)	School-selected, standards-referenced proprietary assessment tools identifies individual, small groups and cohorts needs and next steps of learning.	As per the Assessment Schedule	To use as a judgement for reporting purposes or to inform the teaching and learning program of the individual classroom and classrooms of the cohort.
<b>INDIVIDUAL STUDENT</b> (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.			
Individual Education Plans (IEPs) and Individual Learning Plans (ILPs)	Individual Education Plans (IEPs) and Individual Learning Plans (ILPs) identifies individual students needs and next steps of learning.	Ongoing by the classroom teacher, education support staff, parents/carers	To inform the teaching and learning program of the individual student.
Assessments conducted by Health and Wellbeing staff	Assessments conducted by Health and Wellbeing staff provide a deep understanding of an individual student and supports which can be put into place to further support their learning.	Assessments conducted by Health and Wellbeing staff occur when required. The Health and Wellbeing staff along with the classroom teacher, and Professional learning Communities (PLCs) Leader analysis the data	To inform the teaching and learning program of the individual student and further support teaching staff to best meet individual needs.
Assessments conducted by allied health professionals	Assessments conducted by allied health professionals provide a deep understanding of an individual student and supports which can be put into place to further support their learning.	Allied health professionals conduct assessments as required and then analysis and discuss the results with the classroom teacher, Professional learning Communities (PLCs) Leader, Health and Wellbeing staff from Karwan Primary School and/or Student Support Service Officers (SSSO) from the Department of Education and Training.	To inform the teaching and learning program of the individual student and further support teaching staff to best meet individual needs. Assessments could also assist applications for further support available to the teacher for the student.

## 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
<b>Whole school</b>	The School Improvement Team reviews whole school curriculum plans against the Victorian Curriculum ensuring all students have access to essential learning.	School Improvement Team	Annually
<b>Curriculum Areas</b>	Learning Specialists review curriculum unit overviews against the Victorian Curriculum ensuring all students have access to essential learning.	Curriculum Learning Specialists	Annually
<b>Year levels</b>	Professional Learning Teams review and develop unit sequences that align to whole school and curriculum area documents. Ongoing assessment and data inform decision making.	Professional Learning Teams	Ongoing/regularly
<b>Units and lessons</b>	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.	Professional Learning Teams	Ongoing/regularly

### Review of teaching practice

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

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2025
Approved by	Principal
Next scheduled review date	August 2028