



Castlemaine Primary School

Curriculum Framework Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Castlemaine Primary School on 03 5472 1452 or castlemaine.ps@education.vic.gov.au

PURPOSE

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

Our school 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 inclusive curriculum.

OVERVIEW

- The Victorian Curriculum F-10 is implemented from Foundation to Grade 6 at Castlemaine Primary School. The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities.
- The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.
- In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program addresses the curriculum areas of Science, Humanities, Technologies, and Health. These curriculum areas are cross-referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content.
- The skills and knowledge defined in the Capabilities will be developed, practised, deployed, and demonstrated by students in and through their learning across the curriculum.
- Several specialist programs are provided including Visual Art, Physical Education, French Language, and Performing Arts (Music and Drama). The Department of Education and Training requirements related to the teaching of Physical Education, Sports Education, and LOTE will continue to be implemented.
- School curriculum programs are designed to enhance effective learning in line with the Gradual Release and Instructional Models, as well as differentiation to support diverse learning needs.

- All students will receive a curriculum that is challenging and achievable. Students requiring intervention or extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment on reports and Individual Learning Plans. Some students who have been diagnosed with learning difficulties may be offered a modified curriculum and assessment program.
- Students who require more assistance or extension in Literacy and Numeracy are catered for in intensive small groups using evidence-based programs.
- Castlemaine Primary School 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.
- Decisions about the teaching and learning programs within that structure and individual student learning programs are the responsibility of the school principal and teachers. If a proposed individual learning program for any student departs from the model set out in the whole school curriculum plan, that decision should be made in conjunction with the student and the student's parents/carers and must be approved by the school principal (E.g. A student participates in an additional literacy session instead of a specialist subject).
- The school will provide quality and meaningful education for Koorie students by use of the Marrung Aboriginal Education Plan 2016-2026. Castlemaine Primary School ensures that every Aboriginal and Torres Strait Islander student has an individual learning plan.
- Teaching and learning teams across each year level ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams currently are responsible for core curriculum development and delivery in literacy, numeracy, and integrated studies.
- The Leadership group is focused on a 4-year planning cycle (segmented annually in the Annual Implementation Plan) and continuous analysis of a range of data around school improvement.
- The Principal will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- Teaching and learning programs will be resourced through Program Budgets and include Professional Development.
- Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (see Appendix A).

IMPLEMENTATION

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

Assessment

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

Students at Castlemaine 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 Castlemaine 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 assessments may include but are not limited to, tests and assignments, projects, 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, and 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.

Castlemaine Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program (DIP), Koorie students, students in 'Out of Home' care, students who are 12 months above or below expected standard or have attendance concerns in consultation with students, parents and where appropriate, with outside agencies.

Where possible, staff will participate in the cross-marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgments of student progress against Victorian Curriculum Standards across the school.

Reporting

Castlemaine Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Castlemaine 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 Castlemaine Primary School the report will be in a written format easy for parents/carers to understand and will be accessible in digital form.

Castlemaine Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#). Both student achievement and progress will be included in the report.

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 student’s progress and how they can continue to be supported at home.

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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Approved by	Principal
Next scheduled review date	November 2026

APPENDIX A - CURRICULUM PLAN - INCLUDING TIME ALLOCATIONS

Foundation - 2		Years 3-6	
Domain	Hours per Week	Domain	Hours Per Week
Literacy	10	Literacy	10
Numeracy	5	Numeracy	5
Health & Physical Education	2	Health & Physical Education	2
Visual Arts	1	Visual Arts	1
Performing Arts	1	Performing Arts	1
LOTE (French)	1	LOTE (French)	1
Inquiry	3	Inquiry	3
Wellbeing	1	Wellbeing	1
Other (E.g. Library, Assembly)	1	Other (E.g. Library, Assembly)	1
TOTAL	25	TOTAL	25