



Caulfield South Primary School

Curriculum Framework

PURPOSE

The purpose of this framework is to outline Caulfield South 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, year level and unit/lesson curriculum plans.

OVERVIEW

Caulfield South 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.

Caulfield South Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#) and the Primary Years Programme of the International Baccalaureate. 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](#)

Caulfield South Primary School aims to provide a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Caulfield South Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, values and expectations of our school community. This policy is available on our school website.

To celebrate and embed our Statement of Values and Vision in our school community, we

- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

IMPLEMENTATION

Caulfield South Primary School delivers the Victorian Curriculum. The school is accredited to deliver the International Baccalaureate's Primary Years Programme (PYP). At Caulfield South Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into six 50-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

Caulfield South Primary School will deliver Italian as a Language, supporting students to develop understanding, tolerance, and respect for all cultures and languages.

Pedagogy

The pedagogical approach at Caulfield South Primary School is based on the Victorian Curriculum, with a focus on delivering high-impact English and Mathematics instruction aligned with the school-developed 'REED' Instructional Model. This model focuses on four stages of a lesson; review, explicit teaching and explore (interchangeable in order), and discussion. These stages link to the High-Impact Teaching Strategies (HITS).

The school is accredited to deliver the International Baccalaureate's Primary Years Programme (PYP). This approach is guided by six transdisciplinary themes of global significance, within which students

can broaden their learning by developing their conceptual understandings and strengthening their knowledge and skills across, between and beyond subject areas.

The school delivers a specialist learning program that caters to the broad needs and interests of all students. Each student participates in weekly sessions in Languages Other Than English (LOTE, Italian), Music and Performing Arts, Physical Education, Science, Technology, Engineering and Mathematics (STEM) and Visual Arts.

The use of digital technology to enhance learning is prioritised and includes tablets (iPads) available to students in Prep and Year 1, school-purchased Chromebooks available to students in Years 2 and 3, and a 'Bring Your Own Device' (BYOD, Chromebooks) program for students in Years 4, 5 and 6.

Assessment

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

Students at Caulfield South 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 Caulfield South 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 school Assessment Schedule (Benchmark Assessments) and in year-level planning documents. 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.
- Caulfield South 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

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

- Caulfield South 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).
- Caulfield South Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders, through parent-teacher interviews (P-2) and student-led conferences (3-6).

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

The curriculum is reviewed at year-level on an ongoing basis, by year-level teams. The whole-school scope and sequence for literacy and numeracy is reviewed by the leadership team, including curriculum leaders, in correspondence with the school review cycle or as needed to respond to evidence-based best practice.

Review of teaching practice

Caulfield South 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](#)
 - [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	June 2024
Approved by	Principal Rohan Cooper
Next scheduled review date	June 2027