



# Curriculum Framework

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## PURPOSE

The purpose of this framework is to outline Queenscliff 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, year level and lesson curriculum plans.

## OVERVIEW

Queenscliff 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.

Queenscliff 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](#)
  - [Languages Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Queenscliff Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours.

## IMPLEMENTATION

Queenscliff Primary School implements its curriculum using evidence-based practices, comprehensive planning, review of key concepts and prior knowledge, explicit teaching, and the [Victorian Teaching and Learning Model 2.0](#) (VTLM 2.0) within its instructional models. We aim to equip our students with the necessary skills, knowledge and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally-minded citizens who want to make a positive difference to others, the environment and the world around them. We aim to inspire curiosity, encourage independent thinking and instil a lifelong love of learning.

Preparing students for a changing world is essential to a successful education in the 21st century. We offer a viable and rigorous curriculum using the Victorian Curriculum, that is differentiated by our educators to cater to individual student needs and abilities. Our staff plan, teach and assess students' learning using an agreed instructional model that incorporates the [Victorian Teaching and Learning Model 2.0](#) (VTLM 2.0) to ensure consistency in approach throughout the school and use evidence-based pedagogies and practices to plan, teach and assess student learning. Our school prioritises the explicit teaching and assessment of Reading, Writing and Mathematics. Our diverse range of Specialist programs, including Physical Education, Science/STEM, Performing Arts, Visual Arts and First Nations, provide all of our students the opportunity to participate in a range of learning opportunities to discover their interests, talents and passions. We value technology and equip our students with the necessary skills and knowledge to navigate the online world safely and respectfully and to use technology confidently to support their learning so that they can thrive in a digital world. Our team of professional educators and dedicated support staff take great pride in delivering excellent educational programs and extra-curricula initiatives to support the academic, social and emotional development of every child.

At Queenscliff Primary School;

- *All students undertake year-long programs in English, Mathematics, Physical Education, Visual Arts, Performing Arts and Science.*
- *All students undertake all technology disciplines (design and technologies, digital technologies)*
- *All students undertake a language (Wadawurrung language – First Nations specialist subject)*

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

### Time Allocations per Learning Area

The curriculum, F-Year 10 is based on the Victorian Curriculum. The timetable is structured on a weekly basis. Each period/session is 60 minutes. The breakdown of the weekly cycle is outlined below:

Foundation to Year 2	
Domain	Minutes Per Week (Average)
English (Reading, Writing, Phonics, Spelling, Fluency, Speaking and Listening and Grammar)	600 (150 – Explicit Phonics Instruction)
Mathematics	360
Science/STEM	60
Humanities / Social and Emotional Learning (Wellbeing)	240
PE / Health & Sport	60
Visual Arts	60
Performing Arts	60
Digital Technology	60
First Nations (LOTE)	60 (Semester 2)

Year 3 to Year 6	
Domain	Minutes Per Week (Average)
English (Reading, Writing, Morphology, Spelling, Fluency, Speaking and Listening and Grammar)	600
Mathematics	360
Science/STEM	60
Humanities / Social and Emotional Learning (Wellbeing)	240
PE / Health & Sport	60
Visual Arts	60
Performing Arts	60
Digital Technology	60
First Nations (LOTE)	60 (Semester 2)
<b>TOTAL</b>	<b>1500 per week</b>

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 Yearly and Termly Scope and Sequence documents, weekly planners and unit curriculum plans.

### 1. Language provision

Queenscliff Primary School will deliver First Nations (Wadawurrung) as a Language, based on the preference from the Queenscliff parent community and the importance of fostering students' understanding, respect and care for Aboriginal and Torres Strait Islander cultures, and to promote a culturally safe and inclusive environment for Koorie students.

### 2. Pedagogy

The pedagogical approach at Queenscliff Primary School aligns with the [Victorian Teaching and Learning Model 2.0](#) (VTLM 2.0) and [High Impact Teaching Strategies](#) (HITS) and [High Impact Wellbeing Strategies](#) (HIWS) and is reflected in the school's instructional models and wellbeing programs. Teachers deliver curriculum programs using explicit teaching pedagogies and practices to maximise student outcomes.

Queenscliff Primary School pedagogical approach embeds Elements of Learning and Elements of Teaching from the Victorian Teaching and Learning Model into its instructional models.

#### [Elements of Learning](#)

- **Attention, focus and regulation:** Learning requires students' active engagement and focused attention in order to move new information from working memory to long-term memory. Student learning can be

supported by minimising distractions, setting appropriate levels of challenge, using rules and routines, and establishing learning environments where students feel accepted, valued and that they belong.

- **Knowledge and memory:** Working memory is the active workspace for engaging with knowledge, skills and concepts. Learning happens when new knowledge moves from working memory to long-term memory. Long-term memory is where information, including our memories, are stored and new knowledge is linked to existing mental models.
- **Retention and recall:** As working memory has limited capacity, it is best supported if new information is introduced in small, manageable chunks, a task is not too difficult for the current level of knowledge, there are no visual or auditory distractions and there are clear expectations and consistent rules and routines. Practice using new information facilitates transfer to long-term memory and retention. Recalling new knowledge strengthens the connections in long-term memory and makes it easier to apply.
- **Mastery and application:** Spaced, varied and repeated practice consolidates learning, builds neural connections, supports transfer of learning to new situations and leads to ever more complex mental models in long-term memory. This in turn supports retrieval and application of knowledge. Students can more effectively engage in problem solving and generate new learning once they have acquired the relevant knowledge.

### Elements of Teaching

- **Planning:** Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multitiered system of supports.
- **Enabling Learning:** Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning focused environment where the development and application of knowledge drives curiosity and creativity.
- **Explicit Teaching:** Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modelling practice, and using formative assessment and feedback to monitor progress towards mastery.
- **Supported Application:** Refers to the practices that maximise the consolidation and application of learning, including revisiting and reviewing knowledge, varying and spacing practice, organising knowledge and extending and challenging students as they move to mastery of new factual, conceptual and procedural knowledge

Within Queenscliff Primary School's instructional models, teachers implement High Impact Teaching Strategies (HIES) to maximise student outcomes and High Impact Wellbeing Strategies (HIWS) to support student's engagement and wellbeing.

### High Impact Teaching Strategies

- Setting Goals
- Structuring lessons
- Explicit Teaching
- Worked examples
- Collaborative learning
- Multiple exposures
- Questioning
- Feedback
- Metacognitive strategies

- Differentiated teaching

#### High Impact Wellbeing Strategies

- Build relationships with students
- Facilitate peer relationships
- Establish and maintain clear classroom expectations
- Support inclusion and belonging
- Foster student self-efficacy
- Engage students
- Promote coping strategies and facilitate referrals

### 3. Assessment

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

Students at Queenscliff 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 Queenscliff 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 unit planners and curriculum planning. 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.*
- *Queenscliff Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) or Disability Inclusion (DI), 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.*

### 4. Reporting

Queenscliff Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Queenscliff 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 Queenscliff Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

*The progress 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.*

- *Queenscliff Primary School will report directly against the Victorian [Curriculum F-10 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).*
- *Queenscliff 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.*

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.

## 5. 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>	<p>Annual Scope and Sequence documents are reviewed annually by the School's Leadership team.</p> <p>The review involves using the Victorian Curriculum F-10 , Scope and Sequence mapping documents to ensure all key knowledge and skills are taught sequentially.</p> <p>The school's instructional models, NAPLAN Achievement results, Annual Performance Reports and school-based assessments for monitoring student progress are used to determine the effectiveness of curriculum programs.</p> <p>An annual review is conducted to ensure Queenscliff Primary School's Scope and Sequence documents align with updated and reviewed Victorian Curriculum F-10.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy and Numeracy Leaders</p>	<p>Annually</p> <p>2 weeks</p>
<b>Curriculum Areas</b>	<p>Annual Scope and Sequence documents are reviewed annually by the School's Leadership team.</p>	<p>Assistant Principal</p>	<p>Annually</p> <p>2 weeks</p>

	<p>The review involves using the Victorian Curriculum F-10 , Scope and Sequence mapping documents to ensure all key knowledge and skills are taught sequentially.</p> <p>The school’s instructional models, NAPLAN Achievement results, Annual Performance Reports and school-based assessments for monitoring student progress are used to determine the effectiveness of curriculum programs.</p> <p>An annual review is conducted to ensure Queenscliff Primary School’s Scope and Sequence documents align with updated and reviewed Victorian Curriculum F-10.</p>	Literacy and Numeracy Leaders	
<b>Year levels</b>	<p>Curriculum programs are reviewed termly to ensure that year level planning aligns with the whole school Scope and Sequence documents.</p> <p>A review is conducted in Professional Learning Communities and staff meetings with the Leadership Team and Classroom Teachers.</p> <p>Classroom peer observations, monitoring and review of school-based assessments and moderation practices are used to determine the effectiveness and implementation of curriculum programs at a year levels. Termly student data is uploaded to school-based assessment platforms (SPA Platform) to determine student achievement against Australian student standards and norms.</p>	Literacy and Numeracy Leaders  Classroom Teachers	Termly 1 week
<b>Units and lessons</b>	<p>Classroom teachers review unit planners and lesson sequences during Professional Learning Communities and team meetings. Teachers provide feedback on lesson planning and make adjustments and refinements accordingly to improve implementation. The Assistant Principal and Literacy/Numeracy Leaders engage in curriculum coaching with year level teams to support their implementation of curriculum using the school’s instructional model. Teachers use the Annual Scope and Sequence document and Termly Overviews to ensure their lesson sequences and unit plans align.</p> <p>Teachers implement formative and summative assessments of students within their unit plans and lessons sequences to determine student achievement and growth.</p> <p>Peer observations, coaching and formative/summative assessment data are used to</p>	Literacy and Numeracy Leaders  Classroom Teachers  Assistant Principal	Termly 2 hours  Weekly 1 hour  Weekly 1 hour

	determine the effectiveness of individual lessons and lesson sequences.		
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**Review of teaching practice**

- 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.

**COMMUNICATION**

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

**FURTHER INFORMATION AND RESOURCES**

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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:

- Annual Curriculum Scope and Sequence documents
- Queenscliff Primary School Instructional Models
- Termly Overviews
- Weekly Curriculum Planners and Unit Planning documents outlining sequence of lessons
- Semester Reports
- Queenscliff Primary School Assessment Schedule

**POLICY REVIEW AND APPROVAL**

Policy last reviewed	December 2024
Approved by	Mathew McRae - Principal
Next scheduled review date	Before December 2028