



Curriculum Framework



Help for non-English speakers

If you need help to understand this policy, please contact Kororoit Creek Primary School (KCPS) at kororoit.creek.ps@education.vic.gov.au.

Purpose

The purpose of this framework is to outline Kororoit Creek 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 Programme of Inquiry and the complementing literacy and numeracy overviews.

Vision

Kororoit Creek Primary School develops young people that are knowledgeable, caring and compassionate towards others. Upon graduating, children are empowered to contribute to the complex world around them.

Mission

At Kororoit Creek Primary School, we believe everyone has the **right to feel safe, to learn, and to belong**. Our students are empowered learners, encouraged to develop empathy towards others and care about the world around them. We build strong relationships and our staff are committed to creating a welcoming, inclusive environment where every individual feels valued and supported to reach their full potential.

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Kororoit Creek Primary School values are the attributes of the IB Learner Profile. Our school community strives to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



Overview

Kororoit Creek 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.

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](#)

Kororoit Creek Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#), as well as the Primary Years Programme (PYP) of the International Baccalaureate. The school and its community have a strong commitment to using the inquiry pedagogy and continue to reflect and refine its implementation.

The school offers six transdisciplinary units of inquiry at each year level which provide the framework for the teaching of Critical and Creative Thinking, Ethical Capability, The Humanities, Intercultural Capability, Personal and Social Capability, Science and Technologies. Specialist teachers give instruction based on The Arts, Languages, Health and Physical Education although there are elements of those subjects also integrated into the units of inquiry using a transdisciplinary approach. This is documented on the school's Programme of Inquiry. Mathematics and English are aligned with the units of inquiry where possible but taught as standalone topics where needed. All teachers are considered teachers of language, and this is documented in our language policy.

The PYP encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole.

- **Knowledge**- which is the Victorian Curriculum scope and sequence organised into six significant, relevant, engaging and challenging units of inquiry at each year level from K-6.
- **Concepts**- the knowledge is arranged around significant big ideas and taught as a concept-driven curriculum focussing on eight key concepts (form, function, change, connection, causation, perspective, reflection, responsibility).
- **Approaches to Learning** which are considered relevant and essential for 21st century learners
- **Action** - a desire to use learning authentically to make a difference both locally and globally

The Programme of Inquiry

The POI is an articulated set of six units at each year level that fall under the six transdisciplinary themes-

Who we are- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.



Where we are in place and time- An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves- An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works- An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves- An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Please see [PYP- A Basis of Practice](#) for further information about how the Primary Years Programme is structured.

Students with disabilities

The Department of Education and Training and Kororoit Creek PS 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.

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

Koorie Education

Kororoit Creek PS is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- 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.

Implementation

Kororoit Creek Primary School implements its curriculum through the IB PYP framework. This includes our 4 specialist areas Music, Visual Arts, Physical Education and French. At Kororoit Creek Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level, 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 Programme of Inquiry and the complementing literacy and numeracy overviews.



Language provision

Kororoit Creek Primary School delivers French as a Language, this decision was made in 2014 following extensive consultation with members of our community including students, parents and staff. Each student participates in 1 hour of French learning per week.

Assessment and Reporting

Kororoit Creek Primary School reports and assesses student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.

In addition, Kororoit Creek 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.

Students at Kororoit Creek 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.

Reporting

There are two written reports each year with a five-point scale reporting information about the students' achievement in the learning domains of the Victorian Curriculum in relation to the standard of achievement expected at that year level. Individual growth over a year is shown and the reports include individual comments related to student learning progress, behaviour, effort, social and emotional development.

Additionally, teachers use ongoing reporting processes via Seesaw to keep parents informed with student progress and work samples throughout the year.

Moderation is undertaken regularly throughout the year to ensure that the Indicators of Progress are assigned by the teachers accurately reflect the student's achievement at the time of reports.

A NAPLAN report is also given in Years 3 and 5 which gives standards referenced information about the student's achievement.

Student/Parent/Teacher Conferences

Student/Parent/Teacher Conferences are offered twice a year after the semester reports have been made available to parents and carers on Compass. The purpose of the conferences is to offer parents and carers a formal opportunity to discuss their child's report and learning. The reports are reflected on in the interview and any parent/carer or student questions, comments or suggestions are discussed. Parents and carers are encouraged to make an appointment at any time throughout the year if they feel the need to discuss their child's learning and development. Interpreting services will be made available where required.

Other

- Teachers at Kororoit Creek 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 our Assessment Schedule which is review annually.



- 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.
- KCPS develops Individual Education Plans (IEPs) for students who are part of the Disability Inclusion program, 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.

Expectations:

Planning Documentation

All staff are involved in the planning process and collaboratively plan formally for 1.45 hours/week. Guidelines are set by the leadership team at the beginning of each year in conjunction with the staff which outline what is to be taught at a particular time of the year. This is documented in the Programme of Inquiry, Maths, English and Specialist year planners.

Professional Learning Communities

All year level teams partake in a Professional Learning Community where student data is unpacked, monitored and ongoing strategies are implemented whilst moving through the FISO improvement cycle.

Reflection

All IB PYP planners for the year are reflected upon and constructive feedback recorded about the success of the student learning and the teaching of the unit.

Differentiation

Data combined with the yearly overviews are used as a basis from which to begin planning. The students' strengths and weaknesses are identified through a comprehensive collection of data and a differentiated curriculum is planned to cater for all students within the classroom. Modified programs and Individual Education Plans are designed where required to ensure all students have an opportunity to be successful.

Data Collection

As per our Assessment Schedule, data is used both to assess the students but also to inform planning. Data is collected in a variety of ways and includes:

- Pre and post testing
- Work samples
- Standardised testing
- Moderation of work samples

The data is recorded and analysed providing information not only about individual children but also cohorts and the whole school. This information is used to plan student learning, staff professional learning and informs the Strategic Plan and Annual Implementation Plan.



Moderation

Moderation time is given regularly to staff throughout the year in weekly professional learning meetings as well as in team level moderation and assessment days which are supported by AP Leaders and facilitated by Learning Specialists. The focus of the moderation is guided by the Assessment Schedule and there are protocols in place to guide discussion. The discussion and results are recorded and used as a form of evidence when writing reports or assigning progression points.

Coaching

All teaching staff receive individual coaching from the Assistant Principals and/or Leading Teachers and/or Learning Specialists throughout the year with either a team focus or an individual focus as negotiated amongst the staff involved. The coaching can take a variety of forms such as modelling, lesson observations and/or assistance with planning and data analysis. Debrief time is allocated to allow all involved staff to receive feedback and make plans to move forward within the coaching cycle.

Consultants

The school regularly employs consultants to work across the school, so all staff have access to, and receive coaching from, highly experienced consultants throughout the year.

Curriculum Documentation

The *Programme of Inquiry* is an articulated sequence of units which each year level inquires into, and each covers Victorian Curriculum requirements. Maths and English are taught through the unit of inquiry where authentic links can be made but taught separately where appropriate. All Maths and English is mapped out in yearly literacy and numeracy overviews.

Each *Unit of Inquiry* is documented on a PYP planner and collaboratively planned with the year level team and their Assistant Principal. It is unpacked along with the Maths and Literacy overviews on a *weekly planner* which all staff complete and upload to the staff drive every Monday morning.

Specialist teachers (Art, PE, Music and French) have a yearly scope and sequence and record their units on a PYP planner to include all the essential elements of the IB PYP programme as mentioned previously.

There is an *Assessment Schedule* which outlines the assessment to be completed throughout the year. This includes teacher driven assessment, those assessments provided by DET and the standardised testing which we have used to triangulate data.

Curriculum 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.

The leadership team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Every year our school will do a review of the Programme of Inquiry to ensure the domains, dimensions and standards of the Victoria Curriculum are addressed. 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 and on the school website.

Review of teaching practice

Kororoit Creek Primary School reviews teaching practice via:

- Our School Improvement team drive the strategic plan and AIP goals throughout the year.



- 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.
- Our extensive Coaching Model

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	24 July 2024
Approved by	Bethany Riseley, Principal
Next scheduled review date	24 July 2027

