

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

IF YOU NEED HELP TO UNDERSTAND THE INFORMATION IN THIS POLICY PLEASE CONTACT THE OFFICE ADMINISTRATION STAFF FOR INTERPRETER ARRANGEMENTS.

Purpose

The purpose of this framework is to outline Carnegie 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 overview](#) as stated on the website.

Overview

At Carnegie Primary School, we provide all students with a carefully planned and structured curriculum that supports their development and learning across all areas. The curriculum encompasses not just what is taught, but also how it is taught, how classes are organised, the types of learning activities offered, and the use of facilities and resources. Our goal is to equip students with the knowledge, skills, and capabilities they need to successfully complete their schooling and transition to further education, training, or employment. We support all students to strive for personal excellence by offering sequential, inclusive, and comprehensive teaching and learning programs

Carnegie 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:
 - o [Physical and Sport Education — Delivery Outcomes](#)
 - o [Sexuality and Consent Education](#)
 - o [Holocaust Education – Delivery Requirement](#)

Carnegie Primary School is committed to providing a safe, inclusive, and supportive learning environment where all students are known, valued, and empowered to succeed. We aim to nurture respectful, knowledgeable, and caring young people who contribute positively to their local and global communities. Our approach is grounded in evidence-based teaching practices, with clearly documented curriculum and consistent pedagogy across the school. We believe in setting high expectations for all students and supporting each child's unique learning journey through explicit teaching, shared routines, and strong relationships with families and the wider community. Staff are supported through ongoing professional learning to ensure a positive, orderly environment where every student can thrive both academically and socially.

Implementation

Carnegie Primary School implements its curriculum using evidence-based, systematic approaches, supported by comprehensive and content-rich learning materials across generalist, specialist, support, and extension programs.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students study Science
- All students engage with all Humanities disciplines throughout their schooling (History, Geography, Civics and Citizenship, Economics and Business)
- All students participate in Visual Arts and Performing Arts
- All students study all Technology disciplines (Design and Technologies, Digital Technologies)
- All students learn a language—Japanese

Capabilities will be taught across the curriculum in:

- Critical and Creative Thinking
- Ethical Capability
- Intercultural Capability
- Personal and Social Capability - All students participate in Wellbeing lessons linked to this curriculum

Language provision

Carnegie Primary School delivers Japanese as the Language program, selected based on staff expertise and the interests of the local school community.

Pedagogy

At Carnegie Primary School, explicit instruction is our core pedagogical approach, aligned with the Victorian Teaching and Learning Model (VTLM 2.0), which places explicit teaching at the centre of effective practice. Students are taught in their mixed-ability classes by their classroom teacher, except in specialist subjects where they learn from specialist teachers. This evidence-based approach supports all students, by managing cognitive load, clearly explaining new concepts, providing structured practice, scaffolding learning, and offering clear feedback in order to ensure access, participation, and achievement for every learner.

Assessment

At Carnegie Primary School, students 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 Carnegie 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's data and assessment schedule. 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.
- Carnegie Primary School will develop Individual Education Plans (IEPs) for students who are part of the 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 criteria and work samples so that staff can apply consistent judgements of student

progress against Victorian Curriculum Standards across the school.

Reporting

Carnegie Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Carnegie 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. In addition, Carnegie 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. The 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.

- Carnegie 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Twice-yearly scheduled meetings provide parents and carers with the opportunity to meet with teachers to discuss their child's progress and how they can be supported at home. Interpreting services will be made available where required.

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	Time frame
Whole school	These documents are regularly reviewed to ensure evidence-based best practice is consistently implemented across F-6 and in line with current Curriculum content. Yearly assessments such as NAPLAN and PAT are used to monitor growth and inform curriculum planning.	School Improvement Team	Yearly

Curriculum Areas	School Leadership liaise with Specialist and Year Level Team Leaders to review curriculum using whole-school data, including DIBELS, PAT, and termly content assessments. This process ensures planning is responsive and high-quality DET resources are effectively utilised.	School Improvement Team	Termly
Year levels	All year level and specialist teams plan collaboratively with support from the Learning Specialist. Weekly planning outlines the focus and learning intentions for each class. Formative assessments, such as content reviews, are used to inform and adjust planning to meet student needs.	Learning Specialists Team Leaders Class Teachers	Weekly
Units and lessons	Teachers have weekly and daily plans with adjustments for the individual students in their class. Daily observations and formative assessments are used to review progress.	Class teachers	Weekly Daily

Review of teaching practice

Carnegie Primary School reviews teaching practice via:

- Professional Learning Communities (PLCs): PLC's create a culture that
 - focuses on continuous improvement by linking student learning needs with teacher professional learning and practice
 - is committed to high standards of professionalism
 - is driven by collaborative expertise.

PLCs at Carnegie are underpinned by the Teaching Sprints process, which provides a clear structure for teachers to engage in focused, short-term cycles of professional learning and instructional improvement. This supports staff to evaluate the impact of high-impact teaching strategies and trial new knowledge-rich curriculum plans in a purposeful and collaborative way.

- 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 school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

Further information and resources

- Policy and Advisory Library:
 - o [Curriculum Programs Foundation to 10](#)
 - o [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - o [Assessment of Student Achievement and Progress Foundation to 10](#)
 - o [Digital Learning in Schools](#)
 - o [Students with Disability](#)
 - o [Koorie Education](#)
 - o [Languages Education](#)
 - o [Physical and Sport Education — Delivery Requirements](#)
 - o [Holocaust Education](#)
 - o [Reporting Student Achievement and Progress Foundation to 10](#)
 - o [Sexuality and Consent Education](#)
 - o [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	4th July 2025
Approved by	Karen Roberts
Next scheduled review date	July 2028