

CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact the principal, John Mifsud or the assistant principal, Chris O'Brien.

PURPOSE

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

OVERVIEW

Ardeer 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.

Ardeer 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](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Ardeer 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. At Ardeer Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught



sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Ardeer Primary School implements its curriculum of English, Mathematics, Humanities, Science, Auslan, Health & P.E, Music, Library and Art. At Ardeer Primary School, class time is structured into a 5 hours of learning per day, broken into 5 60-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 school curriculum maps.

Language provision

Ardeer Primary School will deliver Auslan as a Language because it:

- Reinforces the development of neural pathways and cognitive processes in ways only a visual language can.
- Strengthens the memory and brain function of children.
- Improves visual-gestural communication skills which can be applied in International or cross-cultural settings.
- Allows hearing students to see deafness and disability in a positive light as “different”, and the acquisition of Auslan as a valuable tool for communicating with deaf people, particularly with deaf friends or family members.
- Ensures accessibility for visual learners and other non-traditional learners including students with some forms of disability. The visual-gestural nature of sign language may appeal to children who have good kinaesthetic skills, and who find it easier to learn concepts and information when they are incorporated with physical movements.
- Offers opportunities for intellectual interest, engagement, and personal challenge.
- Offers opportunities for the integration of knowledge in other areas through the use of information and communication technologies.
- Facilitates the development of interpersonal skills, actions to wider social networks and diverse range of experiences.
- Increases understanding of notions of Deafhood, inclusivity, diversity, social justice, community membership, and cultural identity.
- Provides access to alternative ways of thinking and methods of communication.
- Strengthens overall literacy skills.
- Increases understanding of language systems, language learning, and learning processes.



Opens up career possibilities for hearing and deaf students as Auslan interpreters, teachers, notetakers, and carers for young Auslan users.

Pedagogy

At Ardeer Primary School, we are committed to implementing FISO 2.0 principles to ensure effective teaching and learning. Our pedagogical approach is designed to align with these principles and prioritise both common and subject-specific high-impact strategies to support student learning.

Differentiated Instruction: Teachers will employ differentiated instruction to address the diverse needs of our students. This means tailoring their teaching methods to suit individual learning styles, abilities, and pace of learning. Through personalised instruction, we ensure that every student has the opportunity to thrive.

Formative Assessment: Regular assessment is a key part of our teaching approach. Formative assessment methods, such as quizzes, discussions, and feedback, allow teachers to continually gauge student understanding and adapt their teaching accordingly. This helps students stay on track and make progress.

Collaborative Learning: We encourage collaborative learning experiences. Whether through group projects, peer discussions, or interactive activities, students learn to work together, fostering teamwork and problem-solving skills.

Inquiry-Based Learning: In line with FISO 2.0, we promote inquiry-based learning. This method encourages students to ask questions, explore topics deeply, and develop critical thinking skills. They take an active role in their learning journey, fueling their curiosity and intellectual growth.

Digital Literacy: In our technology-driven world, we equip students with digital literacy skills. This includes using educational technology, conducting research online, and understanding digital ethics, ensuring they are prepared for the demands of the 21st century.

Subject-Specific Strategies: Our teachers are well-versed in subject-specific teaching and learning strategies. Whether in mathematics, science, language arts, or any other subject, instructors apply specialised methods to enhance understanding and proficiency.

Real-World Application: We emphasise the real-world application of knowledge. Students are encouraged to connect their learning to practical, everyday situations, enhancing their understanding and motivation.

Social and Emotional Learning (SEL): Recognising the importance of emotional intelligence, our curriculum includes SEL components to support students' social and emotional development. This helps them manage stress, build relationships, and develop resilience.

Professional Learning: Our teachers are committed to continuous professional development. They stay updated on the latest pedagogical trends and teaching methodologies to ensure the best possible learning experiences for our students.

By integrating these common and subject-specific high-impact teaching and learning strategies into our curriculum, we strive to create a dynamic and inclusive educational environment that fosters student success and prepares them for a rapidly changing world.

Assessment

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

Students at Ardeer 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 Ardeer 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 Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-led 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.
- Ardeer 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

Ardeer Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Ardeer Primary School ensures that there is continuous sharing of assessment information formally and informally with families throughout the year, including through twice-annual formal reporting.

At Ardeer Primary School, the report will be in a written format easy for parents/carers to understand and will be accessible in digital form.

- Ardeer 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).
- Ardeer 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.

Student led interviews, conducted once a year, 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. We also host an informal meet the teacher night in Term 1 each year.

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
Whole school	NAPLAN, all school performance reports available on Panorma, Essential Assessment, PAT, school developed staff and student surveys, learning walks.	Principal & Assistant Principal	Annually
Curriculum Areas	NAPLAN, Essential Assessment, PAT, school developed staff and student surveys, learning walks.	Assistant Principal, Learning Specialists & Teachers	Annually
Year levels	NAPLAN, Essential Assessment, PAT, school developed staff and student surveys, learning walks.	Learning Specialists	Annually
Units and lessons	NAPLAN, Essential Assessment, PAT, school developed staff and student surveys, learning walks.	Teachers	Annually

Review of teaching practice

Ardeer 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](#)
 - [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:
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	9.11.23
Approved by	John Mifsud
Next scheduled review date	November 2026