Colac South West Primary School 4775

Respect Engage Achieve Care Honesty

Colac South West Primary School is a Child Safe School

CURRICULUM FRAMEWORK POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact the Colac South West Primary School office.

PURPOSE

The purpose of this framework is to outline Colac South West 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, specific curriculum area, combined year level and weekly planners showing unit / lesson curriculum plans.

OVERVIEW

Colac South West 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.

Colac South West 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 being 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

Colac South West Primary School aims to optimise student learning through the implementation of the Victorian Curriculum across each learning area from Foundation to Year 6 in a manner consistent with DET requirements and locally identified needs.

IMPLEMENTATION

Colac South West Primary School implements its curriculum each of the Victorian Curriculum learning areas from Foundation to Year 6 as indicated in this policy and Curriculum Statement. The Specialist Program consists of Visual Art, Music, Physical Education, AUSLAN & Library.

At Colac South West Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60 minute sessions. With a composite structure Prep/Foundation, Year 1/2, Year 3/4 & Year 5/6.

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 plans. Teachers are required to:

- Implement student needs-based lessons using agreed planning templates, assessment tools and consistent lesson structures.
- Participate in whole school professional development opportunities which will be provided for the changes to Victorian Curriculum 2.0
- Work within their respective teams, to contribute to the development and implementation of the Victorian Curriculum.

Language provision

Colac South West Primary School will deliver AUSLAN as a Language, based on local resourcing capacity.

Pedagogy

The pedagogical approach at Colac South West Primary School follows the Victorian Teaching and Learning Model 2.0 and provides a consistent and evidence informed approach to teaching and learning. Teachers at Colac South West Primary School plan learning sequences that build student knowledge and skills through review, explicit instruction, clear learning intentions, guided and independent practise and time for reflection and feedback. Ongoing assessment informs our instruction and allows for intervention if needed.

Assessment

Colac South West Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Colac South West 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 Colac South West 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 in our whole school Assessment Schedule.

- 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.
- Colac South West Primary School will develop Individual Education Plans (IEPs) for students who have undertaken a Disability Inclusion Profile), 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

Colac South West Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Colac South West 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.
- Colac South West 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).
- Colac South West 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 at beginning, middle and end of year to 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.

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 School Improvement Leadership Team (SILT) will oversee the development of whole school curriculum planning in consultation with PLCs, Specialist and individual teaching staff. The whole school curriculum plan will be developed for the beginning of the school year and reviewed each term.

Professional Learning Communities (PLCs) will meet weekly to track year level and cohort data to identify potential curriculum areas that require focus. Data analysed will be informed by formative and summative

assessments and may include, DIBELS, NAPLAN, Progressive Achievement Tests (PAT), Essential Assessment, Running Records, Benchmark school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.

PLC's meet weekly and will have the opportunity to explore specific areas of need for their team in line with the whole school instructional model and our PLC Inquiry Cycle. Teams will have autonomy around the areas of focus dependent upon the needs of their team. PLCs and Specialist teachers will develop yearly and term planners to ensure all curriculum areas are covered and meet VRQA guidelines. SILT will use a curriculum audit tool to inform curriculum planning.

Classroom and Specialist teachers will create yearly (beginning of the year) and term planners (beginning of each term) for their specific teaching year level. This will be monitored by PLC leaders and all documentation will be uploaded to OneNote / Teams. Classroom teachers will develop plans according to the level they are teaching and based on the school's curriculum plan. Specialist teachers will create documentation in relation to the year levels taught and their specialist curriculum area. Weekly Work Programs will be developed on OneNote and Teams and will reflect year and term planning.

All staff will participate in the annual Staff Performance and Development Process in which goals are aligned with the school's Annual Implementation Plan and the Victorian Institute of Teaching and School Leadership (AITSL) standards. The development of teacher practice will be monitored by SILT and facilitated using internal and external expertise. The Learning Specialist will work with teachers to build their capacity and dedicated professional learning time will be incorporated within the weekly meeting schedule.

The school will utilise DET policy and guidelines, online resources, internal and external expertise including learning walks, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching. The School Improvement Leadership Team, Learning Specialist and year level Professional Learning Communities will support teachers to utilise student learning data to reflect upon and improve their teaching practice.

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.

Review of teaching practice
Colac South West 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.

Whole School Curriculum Plan:

- The curriculum is based on the Victorian Curriculum Standards. The timetable is structured on a weekly basis. There are 5 sessions per day. Session 1 & 2 - 120 minutes. Session 3 & 4 - 120 minutes and session 5 - 60 minutes. The time allocation per week per grade level is as follows:

PREP TO YEAR 2			
Prep		**Years 1 - 2**	
Domain	**Minimum minutes per week**	**Domain**	**Minimum minutes per week**
English	600	English	600
Mathematics	300	Mathematics	300
Integrated Studies (Inquiry) including:	120	Integrated Studies (Inquiry) including:	180
Science		Science	
The Humanities		The Humanities	
Technologies		Technologies	
Languages (Auslan)	60	Languages (Auslan)	30
Health and Physical Education	120	Health and Physical Education	120
The Arts	120	The Arts	120
Additional school programs that operate within this Structure			
Weekly Assembly (45 min) Library (60 min) Buddies Cross Country Athletics P – 4 Activity Day Social Wellbeing Incursions/excursions The Resilience Project/Respectful Relationships (60 min)		Weekly Assembly (45 min) Library (60 min) Buddies Social Wellbeing Cross Country Athletics P – 4 Activity Day Swimming program Incursions / excursions / sleepover The Resilience Project/Respectful Relationships (60 minutes)	

YEARS 3 – 6			
Years 3 – 4		**Years 5 – 6**	
Domain	**Minimum minutes per week**	**Domain**	**Minimum minutes per week**
English	600	English	600
Mathematics	300	Mathematics	300
Inquiry (Integrated Studies) including:	270	Integrated Studies (Inquiry) including:	240
Science		Science	
The Humanities		The Humanities	
Technologies		Technologies	
Languages (Auslan)	30	Languages (Auslan)	60
Health and Wellbeing	60	Health and Wellbeing	60
PE & Sport	120	Sport and Physical Education	120
The Arts	120	The Arts	120
Additional school programs that operate within this Structure			
Weekly Assembly included in Inquiry Block (45 min) Inter-School sport Activities Cross Country Athletics Library (60 min) P – 4 Activity Day Social Wellbeing Incursions / excursions / camps Respectful Relationships The Resilience Project (included in Health and Wellbeing 60 minutes)		Weekly Assembly (included in Inquiry block 45 mins) Library (included in English block 60 min) Buddies Cross Country Athletics P – 4 Activity Day Social Wellbeing Swimming program Secondary School Orientation Program Incursions / excursions / camps Respectful Relationships The Resilience Project (included in health and wellbeing 60 minutes)	

- The above time allocation is used as a guide, and flexibility must be given when other Extra-curricular activities may be organised during the school week.
- NOTE: Critical & Creative Thinking, Ethical Capability, Intercultural Capability and Personal and Social Development are integrated into the curriculum program and addresses through the Respectful Relationships curriculum.

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 (OneNote)
- Teaching and learning program for each learning area and capability (Specialist Areas)
- Termly teaching and learning program for each year level (Prep, Year 1/2, Year 3/4 & Year 5/6)
- Weekly Work Programs that include unit plans/sequence of lessons. (OneNote & Teams)

Policy Review and Approval:

Policy last reviewed	October 2026
Consultation	School Improvement Leadership Team (SILT) Teaching Staff Shared with School Council
Approved by	Xavier Davis, Principal
Endorsed on	October 2026
Next scheduled review date	October 2030

Colac South West Primary School
Curriculum Statement

Victorian Curriculum
Foundation–10

The stated purpose of Colac South West Primary School is to 'Provide opportunities for all students to achieve to a high standard in a supportive, challenging and engaging environment where all members proudly display the values of Respect, Engage, Achieve, Care and Honesty in order to equip them with the necessary skills and values to prepare them for the future.' The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the 'Sounds Write' Literacy program, the 'School Wide Positive Behaviour Support framework' and Mental Health in Primary School initiative. Teaching staff acknowledge the crucial role they play in the lives of our students with consensus that collaboration, professional learning and planning are the most significant factors in improving student outcomes. A major focus during the past few years has been to assist teachers to develop their pedagogy, to gain agreement on what good teaching is, and deliver that in every classroom.

Classroom teachers spend an average of 10 hours per week on Literacy and 5 hours per week on Mathematics. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum (Inquiry) program addresses the curriculum areas of Science, Humanities/History/Geography, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Critical & Creative Thinking, Ethical Capability, Intercultural Capability and Personal and Social Development are integrated into the curriculum and Respectful Relationships programs and supported by a range of Outdoor Education camps and excursion initiatives. There are Specialist classes in Visual Arts, Music, Language (Auslan) and Physical

Teaching and learning teams (Professional Learning Communities) across year levels ensure scope and sequence and curriculum coverage is monitored across the school. These Professional Learning Communities are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated (Inquiry) studies including history, geography, design technology, science and digital technologies.

The school provides; supportive curriculum initiatives and programs include the Victorian High Ability Program, Tutor Learning Initiative and a Music and Dance Program.

The school has a School Improvement Leadership Team and curriculum leaders who work with each Professional Learning Community. These teams focus on literacy, numeracy, digital technologies, Inquiry and Specialist Programs. The school also operates Communities of Practice to support Wellbeing, Student Voice and School Wide Positive Behaviour Support implementation.

The School Improvement Leadership Team is focused on 4-year strategic planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and Professional Learning Communities and external consultancy and departmental support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.