



CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Mount Beauty 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

Mount Beauty 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.

Mount Beauty 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](#)

Mount Beauty Primary School is committed to providing a happy, safe and engaging learning environment in which all members of the school community can develop their full potential. Our curriculum and culture aim to empower our students to embrace learning, act with kindness, demonstrate resilience and take pride in themselves, their school and community. These values are underpinned by our whole school expectations and responsibility we have as learners and members of Mount Beauty Primary School, to demonstrate respect for ourselves, others and the environment. Our curriculum also reflects these values, through our commitment to providing differentiated, in-

depth and cohesive learning programs aligned to the Victorian Curriculum. Evidence-based practices, mentoring and collaboration between teachers assist with the delivery of the curriculum, within an inclusive learning environment that is responsive to student voice and individual needs. Our students are provided with access to multi-modal resources that engage and support learning and, where appropriate, parents, carers and the broader community are encouraged to participate in and contribute to classroom learning.

IMPLEMENTATION

Mount Beauty Primary School implements its curriculum by provision of core learning in English and Mathematics and an Integrated Learning approach to Science and the Humanities. French, Visual Arts, Music and PE are provided by specialist teachers. At Mount Beauty Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 2x90 and 2x60 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 whole school, curriculum area, year level and unit / lesson curriculum plans.

Language provision

Mount Beauty Primary School will deliver French as a Language, based on the availability of trained French teachers and the length of time this language has been offered at the school.

Pedagogy

The pedagogical approach at Mount Beauty Primary School is based on our teaching and learning model, which reflects the Victorian Learning and Teaching Model (VLTM) and is designed to incorporate the high impact teaching and well-being strategies.

Assessment

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

Students at Mount Beauty 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 Mount Beauty 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. It is used to identify at risk students and to prioritize intervention and tutoring.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in our school assessment schedule.*
- *Teachers will make modifications to accommodate for the needs of all students.*

- *Mount Beauty 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, as well as students who are identified as at risk or who require extension.*
- *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

Mount Beauty Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mount Beauty 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 Mount Beauty Primary School, formal reporting to parents is provided digitally, through Compass twice a year. These reports have been developed to provide families with easy-to-read information about their child's achievements and include a report linked to the school values, comments about what their child has achieved and what their areas for future growth are, as well as progression points. As the report is provided digitally, this provides us with the option to translate text from English to another language, to cater to our school community.

- *Mount Beauty 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](#).*
- *Where appropriate, students with disabilities and impairments, who are working 'Towards Foundation Level Victorian Curriculum' will be assessed using the ABLES tool.*
- *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 the achievement standards in English, Mathematics and Science (where applicable), and other areas of the curriculum taught.*
- *Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders, as required.*

Parent-teacher interviews will be conducted in Terms 1, 2 and 4, 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. Students Support Group meetings are held every term.

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 | Whole school planning is reviewed whenever an issue is identified, or when there are formal changes to the curriculum. Reviews may also be conducted in response to curriculum priorities, through strategic or annual implementation planning. Reviews may also be held in relation to changes to staffing and planning for delivery, particularly in relation to identified specialist subjects. | Leaders | Annually, or as required. |
| Curriculum Areas | Curriculum areas are reviewed annually and termly as part of the planning process, or whenever there is an identified need or formal changes to the curriculum or school priorities. | Leaders and teachers | Annually and termly |
| Year levels | During annual and termly planning and when there are formal changes to the curriculum. | Leaders and teachers | Annually and termly |
| Units and lessons | During annual, termly and weekly planning | Teachers | Annually and ongoing during delivery of units, to ensure effective delivery of the curriculum. |

Review of teaching practice

Mount Beauty 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
 - Mount Beauty Teaching and Learning Model

POLICY REVIEW AND APPROVAL

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| Policy last reviewed | 20 th December 2024 |
| Approved by | Principal Carolyn Serpell |
| Next scheduled review date | 20 th December 2028 |