



Curriculum Framework



HELP FOR NON-ENGLISH SPEAKERS AND FOR THOSE WITH ADDITIONAL NEEDS

If you need help to understand the information in this policy, please contact Lyndhurst Primary School (LPS) on 03 8768 6700 or lyndhurst.ps@education.vic.gov



PURPOSE

The purpose of this framework is to outline LPS' 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 planning documentation including Curriculum Scope and Sequence overviews, Year level Work programs and planners.

OVERVIEW

LPS 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.

LPS 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](#)
 - [Languages Education](#)

LPS has three active cultures that intertwine to create an environment that encourages success in student learning and academic results as well as high-standard student interactions and behaviour. LPS is an environment in which teachers work in a supportive, respectful workplace, where students are engaged in meaningful and relevant learning tasks in safe and encouraging surroundings and where parents can constructively participate in an inclusive, welcoming school. LPS embraces its highly diverse community, welcoming the contributions that parents and the community make to the education of our children. The facilities and resources of the school are available to the community as a shared resource that benefits all.

IMPLEMENTATION

LPS implements its curriculum based on the Victorian Curriculum, which encompasses the Australian Curriculum and is expected of all government schools in Victoria. Our curriculum structure is characterised by the term, “Small Investigations to Deep Inquiry”. Learning is seen as a continuum and it is focused on giving children the skills and abilities to be able to increasingly take control of their own learning and to give them time to study, learn and think more deeply.

Learning areas provided for all students includes:

- year-long programs in English and Mathematics
- Humanities based key learning areas completed within Inquiry classroom sessions
- Specialists programs within Arts, Digital Technologies, Languages (Spanish), Music, Physical Education and Science

At LPS, class time is structured into a weekly timetable, with five hours of learning per day, divided into six, fifty-minute sessions. Further information on how LPS school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities, and the approximate time allocations for each learning area, is provided in whole school planning documentation including Curriculum Scope and Sequence overviews, Year level Work programs and planners.

1. Language provision

LPS will deliver Spanish as a Language, based on the school’s philosophy of play-based & inquiry learning, giving students the opportunity to practise their language skills in fun and engaging interactions in the classroom.

2. Pedagogy

The pedagogical approach at LPS is based around the Gradual Release of Responsibility model, as represented in an Instructional Teaching Model. The Framework for Improving Student Learning Outcomes (FISO) 2.0 forms the basis of the Learning and Wellbeing architecture, with the High Impact Teaching Strategies (HITS) and High Impact Wellbeing Strategies (HIWS) used by teachers across the school.

3. Assessment

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

Students at LPS 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 LPS 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-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.
- LPS 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.

4. Reporting

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

LPS is committed [Reporting Student Achievement and Progress Foundation to 10](#) for student reporting across Foundation to Level 10 (F-10) (including English as an Additional Language (EAL) students) to parents/carers and the department. At LPS progress reports are issued to parents in both Terms 2 and 4. Parent-teacher interviews are conducted annually, enabling 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.

Progress reports 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.

- LPS will report directly against the Victorian [Curriculum F-10 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).
- LPS 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.

5. 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 planning documentation	At a whole school level, consideration will be on data collection at a System and Network level, the respective regions / networks / schools that are achieving well and what LPS can learn from them to improve whole school planning and implementation. Data collection includes School Performance Reporting and Data	Executive inc Principal class	Annually
Curriculum Scope and Sequence overviews	At a team level, consideration will be on data collection at a Subschool (Junior / Senior / Specialists) level, and the respective teams that are achieving well and what each team can learn from each other to improve curriculum, team and class planning and implementation. Data collection includes Panorama to identify strengths and potential areas for improvement.	Assistant Principals and Learning Specialists	Annually
Year level Work programs and planners		Learning Specialists and Professional Learning Team (PLT) leaders	Biannually

Review of teaching practice

- Professional Learning Teams (PLT) will link the learning needs of students with the professional learning and practice of teachers
- Professional Learning Teams (PLT) will provide an opportunity for teachers to collaborate and evaluate the effect of High Impact Teaching Strategies (HITS) and High Impact Wellbeing Strategies (HIWS)
- The Performance Development cycle / Statement of Expectations, will provide an opportunity for teachers to gain feedback on their performance to support ongoing learning and development, focusing on how student learning can be improved through improving teaching practice

COMMUNICATION

This policy will be communicated to the LPS school community in the following ways:

- Provided to staff at induction and included in staff handbook
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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 planning documentation
- Curriculum Scope and Sequence overviews
- Year level Work programs and planners

The following school policies are relevant to this policy:

- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	25th June 2025
Approved by	School Council
Next scheduled review date	June 2028