



CURRICULUM FRAMEWORK POLICY

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PURPOSE

The purpose of this framework is to outline Coburg North 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, and when and how we report to parents.

OVERVIEW

Coburg North 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.

Coburg North 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.

AIMS

Coburg North Primary School aims to build a community of curious, creative and engaged learners who are empowered to meet the challenges of our rapidly changing world. Collectively we will work with our students to become responsible global citizens who have the skills, knowledge, and personal attributes they need for their future.

IMPLEMENTATION

Through our implementation of the Victorian Curriculum, Coburg North Primary School provides students with the best possible foundation in life through a well-rounded education. An effective pedagogical approach (which includes the high impact teaching strategies) are implemented across all curriculum areas. These include English, Mathematics, Humanities, Science, Health and Physical Education, The Arts and Technologies.

At Coburg North Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 50-minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Min Per Week
English	550
Mathematics	300
Integrated Studies*	500
Art	50
Health and Physical Education	50*
Languages (Italian)	50*
Music	50*

*Science, The Arts, Information and Communication Technology, Design and Technology; Health and Physical Education, and the Languages are dedicated various/*additional times that are integrated within the teaching and learning program.

Pedagogy

The pedagogical approach at Coburg North Primary School is aligned directly with the FISO Model of School Improvement. We have developed an instructional model, which encompasses a Gradual Release of Responsibility and Workshop model for Literacy and Numeracy lessons.

Assessment

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

The school produces an annual literacy and numeracy assessment schedule that outlines the required assessments that will be used by teachers to gather formative and summative assessments of student learning. It is expected that relevant subject specific assessments will be used in other subjects to track student growth and guide the teaching and learning program.

Teachers are expected to enter assessment results into an online tracking system. This is used to identify point of need of students, and differentiate in planning for teaching. Individual Education Plans are also put in place to assist students at risk to reach their potential.

Reporting

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

At Coburg North Primary School, formal written reports are provided at the end of Semesters 1 and 2. Parents are welcome to discuss their child's progress with the relevant teacher at any time and are offered parent teacher interviews at the end of Term 2 and 4.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool (SPOT) and it directly influences school direction in the form of what goals are set in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

The Curriculum Planning Documents are reviewed and monitored by the School Improvement Team on a termly basis. Consideration and reflection is focused on individual learning needs, social and emotional factors, pedagogy, outcomes for students and government priorities and initiatives.

Professional Learning Communities (PLC)

Coburg North Primary School uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise on a regular basis through scheduled meetings

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum and teaching plans and initiatives.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Coburg North Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO\)](#)
 - [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](#)
 - [School Hours \(including variation to hours\)](#)

- This policy should be read alongside:
 - CNPS Challenge Based Learning Scope and Sequence (2021-22)
 - 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.