



TRARALGON SOUTH PRIMARY SCHOOL CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the General Office on (03) 5195 5244.

PURPOSE:

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

OVERVIEW:

Traralgon South 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.

Traralgon South 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](#)

Traralgon South 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. 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:

In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program (MAPPEN) addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, and Civics and Citizenship. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical and Health Education, Visual and Performing Arts, and Language (Auslan). Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music, choir, recorder, brass, guitar, piano, and keyboard programs.

At Traralgon South Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into three x 90–120-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, year level and unit/lesson curriculum plans. The 'Curriculum Plan – Time Allocation' (Appendix A) also provides additional detail.

Language Provision:

Traralgon South Primary School will deliver Auslan (Australian sign language) as a Language.

Pedagogy:

The pedagogical approach at Traralgon South Primary School will be based on the Explicit Direct Instruction model. This evidence-based instructional model provides a highly structured learning experience for students and encompasses a wide variety of high-impact teaching strategies.

Assessment:

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

Students at Traralgon South 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 Traralgon South 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 our Assessment Schedule. 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.
- Traralgon South Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion program, 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:

Traralgon South Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Traralgon South 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 both a hard copy and digital form.

Traralgon South 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 all 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 once-yearly, and the availability of teachers to meet at any other time in the school year, enable the opportunity to discuss the students' progress and how they can continue to be supported at home.

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's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies.

Traralgon South Primary 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. 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.

Review of Teaching Practice:

Traralgon South 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.

REVIEW CYCLE:

This policy was last ratified by School Council on 13 November 2023 and is scheduled for review in 2026.

APPENDIX A: CURRICULUM PLAN – TIME ALLOCATION

The table below provides an outline of the time allocations of each of the Victorian Curriculum learning areas within our school from F-Year 6.

Learning Area (Prep – Year 6)	Teaching Hours Per Week	Teaching Hours Per Term	Annual Teaching Hours
Literacy	10	100	400
Numeracy	7.5	75	300
Integrated Curriculum (MAPPEN) - Science - Humanities - Technology (Design & Digital) - Civics & Citizenship	3	30	120
Physical Education	1	10	40
Visual Arts (one semester only)	1.5	15	30
Performing Arts (one semester only)	1.5	15	30
Language (Auslan)	0.5	5	20
Personal, Social, & Intercultural Capabilities (The Resilience Project)	1.5	15	60