



Curriculum Framework

Purpose

The purpose of this framework is to outline Cairnlea Park Primary School's organisation, implementation and review of curriculum and teaching practices. It ensures that 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
- the curriculum and teaching practices will be reviewed
- the school assess student learning
- student performance is monitored
- the school reports to parents.

This curriculum framework should be read alongside our whole school, year level, unit and lesson curriculum plans.

Overview

Cairnlea Park 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.

Cairnlea Park Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- a defined curriculum content as the basis for student learning
- English and Maths Planning that is based on the requirements of each year level
- curriculum planning in all other subjects that is based on two-year bands of schooling
- 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](#)

Cairnlea Park Primary School has a clear mission and vision that create a positive culture for learning.

Our curriculum and consistent classroom practices provide a high level of learning for all students.

Cairnlea Park Primary School aims to develop enthusiastic and lifelong learners, striving to reach their full potential in an atmosphere of cooperation and respect. Programs that enhance learning, personal growth and well-being for all students are utilised to achieve this goal.



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At Cairnlea Park Primary school we are kind to others, ourselves and the environment around us. We treat everyone with tolerance, acceptance and understanding. We act safely, show care for others and are responsible for the management of our own behaviour and learning. Teachers and students are encouraged to be confident, positive, persistent and resilient, and to strive for our personal best.

Implementation

Cairnlea Park Primary School class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60 minute sessions.

Subject and unit plans provide further information on how our school implements the curriculum including:

- the learning areas provided at each year level of schooling
- capabilities that are developed by students across these learning areas
- the approximate time allocations for each learning area

Language provision

Cairnlea Park Primary School delivers Italian as a Language, based on the employment of 2 ongoing Italian teachers.

Pedagogy

The pedagogical approach at Cairnlea Park Primary School is based on VTLM 2.0 and our Instructional model. It encompasses:

- a guaranteed and viable curriculum
- a focus on explicit teaching
- non-negotiables
- FISO 2.0 cycle as part of our PLCs

Assessment

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

Students at Cairnlea Park Primary School 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 Cairnlea Park Primary School use a combination of formative assessment and summative assessment, 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 use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in our assessment schedules and subject planners. The



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assessments may include, but are not limited to: tests and assignments, projects, portfolios, performances, discussions and student-teacher conferences.

Assessment tasks are developed to support students to show their knowledge, skills and understandings. They include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers make modifications to tasks to cater for students with additional learning needs.

Cairnlea Park Primary School develops Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) or Disability Inclusion (DI), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.

The English language proficiency of English as Additional Language (EAL) students is assessed using the Victorian Curriculum F-10 EAL.

Reporting

Cairnlea Park Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. We ensure 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 is provided in written format and is accessible in digital form on Compass.

Cairnlea Park Primary School reports directly against the Victorian Curriculum 2.0 standards. Both student achievement and progress is 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, is used for reporting against the achievement standards in English, Mathematics and Science (where applicable). Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, provide the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services are made available where required.



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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
Whole school	<ul style="list-style-type: none"> Yearly audit of all units in line with the VC 2.0 May include: in person feedback, discussion groups and surveys 	<ul style="list-style-type: none"> Curriculum Leader
Curriculum Areas	<ul style="list-style-type: none"> Units are reviewed at the end of each year Feedback from relevant teaching staff Analysis of student data Student feedback (focus groups) 	<ul style="list-style-type: none"> Learning Specialists Curriculum Leaders
Units and lessons	<ul style="list-style-type: none"> Built into weekly collaborative planning Lessons differentiated for individual classes and students Use of class based data 	<ul style="list-style-type: none"> Team Leaders Curriculum Leaders Teachers

Review of teaching practice

Cairnlea Park 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.



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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 is designed to be read alongside the:
 - whole school curriculum plan
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

Review Cycle

Policy last reviewed	April 2026
Approved by	Lesley Besanko
Next scheduled review date	April 2030