



Kingsley Park Primary School Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Kingsley Park Primary School on 03 9789 0077 or kingsley.park.ps@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Kingsley Park 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 yearly overviews, weekly curriculum planning documents and unit curriculum plans.

OVERVIEW

Kingsley 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 primary school to secondary school, work, training, or further education.

Kingsley Park 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](#)

Kingsley Park Primary School is a co-educational government primary school located in Frankston. The school has approximately 370 students, spread over 18 classes. There are three Foundation classes, three Grade One classes, three Grade Two classes, three Grade Three classes, two Grade Four classes, two Grade Five classes and two Grade Six classes. We currently have many Education Support Staff (ESS) who assist funded students in specific classrooms.

Kingsley Park Primary School offers a stimulating learning environment that aims to nurture responsible, cooperative and caring students who consistently strive for excellence, and have high self-esteem, self-discipline and respect for others. At Kingsley Park, we focus to ensure that our students become resilient, compassionate, adaptable and well-informed members of our community.

At Kingsley Park Primary School we are committed to demonstrating the following values:

Respect- We respect each other, the rights of others and our environment.

Resilience- We instil in students the confidence to have a go and try their best and the ability to bounce back.

Excellence- The quality of putting in your best personal effort into all that you do and not having the focus on 'beating others'. We aim for every student to excel to their personal best.

Cooperation-We promote the values of collaboration, cooperation and getting along at all times.

Community- We encourage honest and open community interaction and involvement.

“Kingsley Park 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. At Kingsley Park Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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

Kingsley Park Primary School is committed to the implementation of Victorian Curriculum across all year levels. Staff members across the school will be allocated the responsibility for coordination and implementation of curriculum. In doing so, all Department Education (DE) timelines and reporting requirements must be met. Whole school Professional Learning opportunities will be provided through regular professional learning meetings weekly, curriculum days and specialised learning opportunities when appropriate. All staff members have access to Victorian Curriculum information online, along with Kingsley Park Primary Schools Continuum Tracker where curriculum learning outcomes, 'I can statements' are located. Teachers are required to work with their respective teams in the development and implementation of a curriculum that reflects Victorian Curriculum and responds to student's identified levels. Student achievement will be measured and reported to

students, parents, DE and the wider community against Victorian Curriculum achievement levels. All staff will participate in the collection of student achievement data, and all staff will have input into teaching, planning and learning decisions resulting from interpretations of student achievement data.

At Kingsley 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. Students engage in at least 10 hours of English and 5 hours of Mathematics throughout the week. Students attend weekly specialist subjects including Physical Education, STEM, Auslan and Visual/Performing Arts.

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 Module Yearly Overviews and Weekly Curriculum Planning documents.

Language provision - Auslan

Kingsley Park Primary School will deliver Auslan as a Language. Learning Auslan provides students with intellectual and social enrichment by providing opportunities for engagement with the Deaf community and an understanding and respect for others, appreciation of diversity and openness to different perspectives and experiences.

Pedagogy

The pedagogical approach at Kingsley Park Primary School supports students to reach their full potential through quality teacher practice, a culture of learning focussing on student achievement, wellbeing and engagement.

Kingsley Park Primary School has a united and coherent emphasis on curriculum, instructional practice and assessment ensuring that our pedagogical approach is consistent throughout the school and a common understanding of teaching and learning is shared between school leaders, teachers, students and our school community.

Kingsley Park ensures a consistent Instructional Model using a Gradual Release Model of teaching and learning incorporating the High Impact Teaching Strategies (HITS). Each lesson begins with learning intentions and success criteria; through a 'mini lesson – I do' teachers explicitly model their thinking and show worked examples, throughout the 'we do' part of the lesson students work with the teacher to share their thinking and current understanding before moving to the 'you do' part of the lesson where students demonstrate their understanding collaboratively, with a partner or individually.

Teachers use student data to structure lessons and inform planning, catering to the needs of students through a differentiated curriculum, with a focus on student learning goals and providing feedback.

Teachers at Kingsley Park Primary School know their students and how they learn, using this knowledge to engage their students through challenging, stimulating, supportive and inclusive learning environments. Teachers provide challenging, scaffolded learning tasks allowing students to explore, apply strategies, challenge themselves to develop their understanding. Teachers know the content and how to teach it, explicitly teaching, working through examples to explain and elaborate content and move students to a deep understanding enabling students to transfer their knowledge to a range of situations. Teachers evaluate the effectiveness of their instruction through ongoing assessments.

Teachers work collaboratively in their professional learning teams to adapt to the needs of their students using the FISO Improvement Cycle to evaluate needs, prioritise and set goals, plan and

implement and monitor change in teaching and learning practices. Kingsley Park Primary School has strong extension and intervention practices in place, where teachers are skilled in identifying students requiring additional support and provide this through differentiated practices and small group targeted intervention.

Assessment

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

Students at Kingsley Park 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.

At Kingsley Park Primary School assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Teachers effectively use student assessment results to evaluate the impact of their teaching on student learning, and then adapt and refine their practices to meet the needs of all students.

- Teachers at Kingsley Park 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 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.
- Kingsley Park Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Profile (DIP), students who are working 12 months or more below the expected level, 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

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

Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including ongoing updates of student achievement on the Continuum Tracker and through twice-annual formal reporting.

At Kingsley Park we know the importance of a partnership between school, parents and students for the best outcomes for students in their wellbeing and academic growth. We are committed to sharing student achievement with parents and celebrating student successes.

At Kingsley Park, we will provide parents with termly reports along with ongoing updates of our Continuum Tracker (curriculum learning statements) to show student progress throughout the year. This is known as Continuous Reporting which is the practice of reporting in regular instalments.

In Term 1 and 3 student reports will include attendance and Kingsley Park's Personal, Social Capabilities which align with our School Values. Specialist teachers will report on student behaviour and effort. Throughout the term teachers will be updating the continuum tracker at regular intervals and as areas of the curriculum have been introduced and achieved by students. It is an expectation that classroom teachers and specialists will be updating students' continuum trackers regularly.

In Term 2 and 4 in line with Department Guidelines Kingsley Park will formally report on students' achievement. Both student achievement and progress must be included in the report against the Victorian Curriculum. Teachers will continue to update students' continuum trackers.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form.

- Kingsley Park 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 English and Mathematics, specialist subject areas and other curriculum areas (where applicable).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent/Student/Teacher Conferences (Parent-teacher interviews) are conducted twice-yearly, enabling the opportunity to discuss the students' progress and how they can continue to be supported at home. These conferences provide students the opportunity to share their Student Goal Portfolios with their parents and reflect on their successes and future learning goals.

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	PAT data, NAPLAN data, Teacher Judgement Data	SIT & teachers	Yearly
	Yearly Overviews	LS / SIT	Term 4
	Scope and Sequence	Teachers	Annually
Curriculum Areas	Decodable Readers Australia – Evaluation Essential Assessment PAT – Reading & Maths Writing: Narrative, Persuasive	LS SIT	Yearly - Reviewed Termly
Year levels	Decodable Readers Australia – Evaluation Essential Assessment PAT – Reading & Maths Writing: Narrative, Persuasive	LS SIT Teachers	Termly 4-6 Weekly Yearly Termly
Units and lessons	Pre & Post Tests Observations Feedback & Conferencing	Module Teams Teachers	Weekly - ongoing

Review of teaching practice

Kingsley Park Primary School reviews teaching practice via:

- Professional Learning Communities (Collaborative Meetings), 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:
 - Yearly Overviews: English & Mathematics
 - Curriculum Key Learnings Module Planner
 - Unit Planners – Integrated Topics
 - Weekly Planners – Year Level

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Approved by	Gill Gray Consultation with staff and SIT
Next scheduled review date	March 2027

