

Alvie Primary School Curriculum Framework

PURPOSE

The purpose of this framework is to outline Alvie 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.

OVERVIEW

Alvie 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.

Alvie Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, are 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](#)
 - [Strengthened approach to Holocaust education](#).

Alvie 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 Alvie Primary School our 21st century curriculum presents students with the opportunity to develop deep understanding of 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.

IMPLEMENTATION

Alvie Primary School implements a curriculum that ensures that:

Alvie Primary School Curriculum Framework

- All students undertake year-long programs in English, Mathematics, Visual Arts, Physical Education and LOTE (Indonesian)
- All students undertake science, humanities, and technology across a two-year cycle

At Alvie Primary School, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 2 x 120 minute session and 1 x 90 minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	600
Mathematics	300
Sciences	120
The arts	60
Health and physical education	60
Languages	60
Information and communication technology, and design and technology	60
Humanities	120
Total	1380

Language provision

Alvie Primary School will deliver Indonesian as a Language, based on this language being embedded in the school and students have developed key understandings.

Pedagogy

The pedagogical approach at Alvie Primary School combines evidence-based literacy and numeracy teaching practices with evidence-based nature pedagogy practices.

Assessment

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

Students at Alvie 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 Alvie 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

Alvie Primary School Curriculum Framework

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.
- Alvie Primary School will develop Individual Education Plans (IEPs) for all students.
- 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

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

Alvie Primary School will utilise Compass as a platform for reporting. Reports will be made available to families at the end of each semester on this platform.

The report 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.

- Alvie 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, either the [EAL Companion to the AusVELS](#) or 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, Mathematics and Science (where applicable).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Three-way conferences, conducted twice-yearly, enable the opportunity to discuss student progress and how students can continue to be supported at home. Interpreting services will be made available where required.

Alvie Primary School Curriculum Framework

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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Review of Victorian Curriculum to ensure all areas are covered. Reviewed at Pupil Free Day each year by whole teaching team	Principal	Yearly
Curriculum Areas	Review of Victorian Curriculum to ensure all areas are covered Reviewed at Pupil Free Day each year by whole teaching team	Principal	Yearly
Year levels	Review of Victorian Curriculum to ensure all areas are covered Reviewed by classroom teacher who is responsible for year level	Classroom Teachers	Yearly
Units and lessons	Review of Victorian Curriculum to ensure all areas are covered Reviewed by classroom teacher who is responsible for unit or lesson	Classroom Teachers	Yearly

Professional Learning Communities (PLC)

Alvie 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.

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

Performance and Development Plan (PDP)

Alvie Primary School Curriculum Framework

The Performance and Development cycle is designed to:

- support Alvie Primary School in meeting its responsibilities to students, parents/carers 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 \(including variation to hours\)](#)

REVIEW CYCLE AND EVALUATION

This policy was last updated on **August 2022** and is scheduled for review in **August 2026**