



# Chandler Park Primary School

---

## Curriculum Framework

---

### PURPOSE

The purpose of this framework is to outline Chandler 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, curriculum area, year level term and unit / lesson curriculum plans.

### OVERVIEW

Chandler 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.

Chandler 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](#)
  - [Languages Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Chandler Park Primary School aims to foster a friendly and caring learning culture, dedicated to providing quality education and exceptional support to families. Guided by our motto, '*Pride in Excellence*', we strive to help every child reach their full potential. Recognising that students bring diverse experiences and learning needs, we offer a range of challenging and flexible programs designed to nurture happy, knowledgeable, optimistic, creative and resilient learners. Our safe and inclusive environment ensures that every student is valued and encouraged to uphold our core values: *Collaborate*—building friendships, showing care and working together; *Respect*—honoring ourselves, others, property and the environment; *Resilience*—believing in ourselves, taking risks and persevering; and *Innovate*—using creativity and initiative to inspire new ideas. Through these principles, we empower students to always strive for excellence in their learning and personal growth.

## IMPLEMENTATION

Chandler Park Primary School will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, recordkeeping documentation and consistent templates will be used aligned with our instructional model. The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to Department School Policy and Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own Digital Learning Policy. At Chandler Park Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five one hour sessions.

All students participate in year-long programs in English, Mathematics, LOTE, Visual Arts and Physical Education, ensuring a strong foundation in core subjects. Science is studied across all year levels for one semester each year, while Performing Arts is also undertaken for one semester annually. Students engage with all technology disciplines, including Design and Technologies and Digital Technologies, fostering essential skills for the future. Additionally, all students learn Chinese as their language subject. Humanities, Technologies and Science are integrated into inquiry-based learning sessions, encouraging critical thinking, problem-solving and a deeper understanding of key concepts.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, 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, curriculum area, year level and unit / lesson curriculum plans.

### 1. Language provision

Chandler Park Primary School will deliver a Language other than English (LOTE) as part of the Specialist program.

### 2. Pedagogy

The pedagogical approach at Chandler Park Primary School is founded on the Gradual Release of Responsibility Model. This approach is characterised by a sequence of learning phases that shift the responsibility from the teacher to the student. The goal of this approach is to develop the students ability to transfer understanding on their own. We do this with the support of our Instructional Model and by creating an educational environment and curriculum that is inclusive and meaningful to all students. We provide an integrated and comprehensive curriculum approach that incorporates the personal and social capabilities into all learning experiences and ensures the curriculum is flexible, relevant and inclusive. Teachers implement the Department's High Impact Teaching Strategies (HITS) within their planning and classroom practice, targeting differentiation to meet the diverse learning needs of our students.

### 3. Assessment

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

Students at Chandler Park 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 Chandler 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 Assessment Schedule. The assessments may include, but are not limited to, tests, 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.
- Chandler Park Primary School will develop Individual Education Plans (IEPs) for students who are part of Disability Inclusion (DI), 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.

#### 4. Reporting

Chandler 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, Chandler Park 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.

At Chandler Park Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress 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.

- Chandler Park Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#).
- Both student achievement and progress will be included in the report.
- A teacher judgement progression point score will be provided against the achievement standard of the curriculum.
- 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).
- Chandler Park Primary School will use either a learning goals scale or a learning dimensions scale for other 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 twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

#### 5. 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 curriculum and teaching practice at Chandler Park Primary School are reviewed against the *Framework for Improving Student Outcomes (FISO 2.0)*. FISO 2.0 and the FISO improvement cycle help identify focus areas for improvement and assess the impact of new initiatives.

### **Review of School Curriculum**

The *Chandler Park Primary School Improvement Team* meets regularly, at least once per term, to analyse whole-school data and identify curriculum areas requiring attention. Data sources include, but are not limited to, NAPLAN, PAT, Essential Assessment, school-based assessments and teacher judgements based on learning outcomes in the *Victorian Curriculum*.

Each year, the school audits and evaluates its curriculum to ensure all domains, dimensions and standards of the *Victorian Curriculum* meet minimum requirements and align with current school initiatives. This audit informs future curriculum planning. Additionally, each teaching team develops annual and termly curriculum overviews for key content areas.

Teaching teams have a dedicated planning session each week to collaborate on curriculum delivery. School leadership actively oversees curriculum coordination for both learning and wellbeing, ensuring alignment with whole-school goals. Leadership also reviews yearly, termly and weekly planning documentation in all key curriculum areas.

Student learning outcomes data is reported in the *Annual Report to the School Community*, which is submitted to the Department of Education and published on the *Victorian Registration and Qualifications Authority (VRQA)* state register.

### **Review of Teaching Practice**

Chandler Park Primary School evaluates teaching practice through:

- **Professional Learning Communities (PLCs):** These connect student learning needs with teacher professional development, offering opportunities for teachers to collaborate and assess the impact of high-impact teaching strategies.
- **Performance Development Cycle:** This process provides structured feedback to teaching staff, supporting ongoing learning and development while focusing on improving student outcomes through enhanced teaching practices.
- **Middle Leaders Meetings:** These occur at least once per fortnight to reflect on planning documentation, ensuring continuous improvement. Staff meetings focus on the development and refinement of teaching strategies to enhance classroom practice.

This structured approach ensures that curriculum and teaching practices at Chandler Park Primary School remain dynamic, data-driven and responsive to student needs.

## **COMMUNICATION**

This policy will be communicated to our staff in the following ways:

- Provided to staff in staff handbook/manual
- Discussed at staff meetings/briefings as required

## FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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:

- 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.
- assessment schedule
- reporting cycle

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2025
Approved by	Principal
Next scheduled review date	Before February 2029