



# CPS CURRICULUM FRAMEWORK

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## PURPOSE

The purpose of this framework is to outline Cowes 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 and unit / lesson curriculum plans.

## OVERVIEW

Cowes 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.

Cowes 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](#)

Cowes Primary School aims to provide an education of real value and the attainment of excellence, enabling all students to reach their academic, social and physical potential.

Cowes 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 Cowes 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

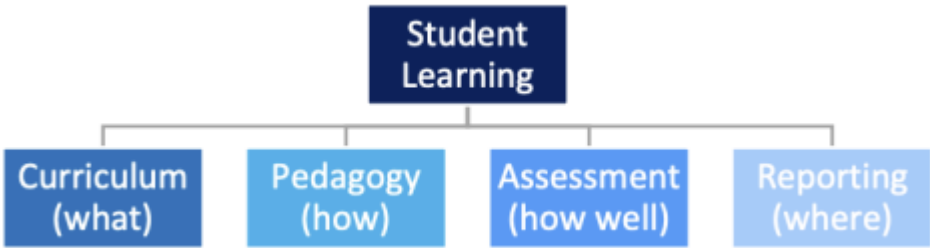
access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

### IMPLEMENTATION

Cowes Primary School implements its curriculum using a weekly timetable. Each period is 40 minutes except for physical education which is split between 30min and 60min blocks. **Appendix A** details *Time Allocations per Learning Area* for each of the Victorian Curriculum learning domains at Cowes Primary School. In addition, our integrated approach encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.



#### Curriculum

The Victorian Curriculum F-10, including Levels A, B, C, D towards Foundation for individual students, will be used as a framework for curriculum development and delivery in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

To facilitate this implementation, unit documentation and assessment criteria will be produced that reflect the Victorian Curriculum. In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

#### Pedagogy

At Cowes Primary School, we are committed to fostering a dynamic and inclusive learning environment that empowers our students to reach their full potential. Our pedagogical approach is designed to engage and challenge learners at every stage of their educational journey.

We believe in implementing high-impact teaching strategies that have been proven to enhance student outcomes. Through a combination of research-based methods, including gradual release and explicit direct instruction, we cater to the diverse learning needs of our students.

The gradual release model allows us to scaffold learning experiences, moving from teacher-directed instruction to shared and guided learning, and ultimately to independent practice. This approach cultivates students' confidence, autonomy, and critical thinking skills, preparing them to apply their knowledge in real-world contexts.

Moreover, explicit direct instruction plays a pivotal role in our classrooms, where teachers provide clear and structured explanations of concepts, model problem-solving strategies, and actively involve students in the learning process. This approach ensures that students gain a deep understanding of the content and develop essential skills necessary for success in their academic pursuits.

By incorporating these evidence-based teaching strategies into our pedagogical approach, we strive to create an engaging and supportive learning environment where every student can thrive and achieve excellence in their learning journey.

## **Assessment**

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

Students at Cowes 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 Cowes 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.
- Cowes Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), 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 an 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

Cowes Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Cowes 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 Cowes Primary School, clear and timely reporting of a child's achievements and progress at school is provided through ongoing reporting via Compass. Two types of reports, learning snapshots and end of semester reports will be provided using teacher judgement against the achievement standards and learning progressions assigned as a score or scale, that accurately reflects where each student is along the relevant learning continuum.

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.

- Cowes 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, Mathematics and Science (where applicable).
- Cowes Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Cowes Primary School will use learning snapshots to provide timely feedback to parents throughout each term. A scale and or rubric will provide parents/carers with a snapshot in time of student achievements in a variety of different curriculum areas.
- 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.

## Language provision

Cowes Primary School will deliver Japanese as a Language, based on language choice offered at our local government secondary college.

## 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.

The leadership team, SIT team, and classroom teachers collaborate and contribute to the investigation of improving practice and student outcomes using the improvement cycle. Collectively agreed upon initiatives are implemented strategically and systematically across the school and link to the AIP and SSP goals and targets. Professional Learning opportunities are systematically scheduled and published in the Professional Learning Calendar comprised of a term-by-term overview. Teachers are coached and mentored to ensure consistency of practice is established across the school and to ensure that teachers are confident in their ability to implement the initiative in their classroom environment. Teachers are also given the opportunity to view the practice of other teachers within Cowes Primary School and by visiting other schools related to curriculum initiatives.

The School Improvement Team meet regularly (at least fortnightly) to track whole school data and identify potential curriculum areas that require focus. Professional learning teams will meet weekly to track level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Progressive Achievement Tests (PAT), DIBELS, Words Their Way, Maths Online Interview and teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used will include Google docs and Compass.

## 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:
  - 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.]

## POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Approved by	Principal - Rodney McKenzie
Next scheduled review date	August 2027

## Appendix A: Time Allocations per Learning Area

The curriculum is based on the Victorian Curriculum (Foundation to Year 10). The timetable is structured on a weekly basis. The current school timetable is structured into 40-minute sessions. The breakdown of the weekly cycle is as follows:

Prep to Year 2			
Prep		Years 1 - 2	
Domain	Minutes per week	Domain	Minutes per week
Literacy	600	Literacy	600
Numeracy	300	Numeracy	300
Integrated Studies (Science/Humanities)	380	Integrated Studies (Science/Humanities)	380
STEM (digital technology)	40	STEM (digital technology)	40
Japanese	40	Japanese	40
Physical Education	60	Physical Education	60
Music	40	Music	40
Art	40	Art	40
Additional school programs that operate within this structure			
Fortnightly Assembly Buddies Library PMP (Perceptual Motor Program) Values Cross-country, Swimming Incursions/excursions Camp		Fortnightly Assembly Library Values Cross-country, Swimming Incursions/excursions Camp	

Years 3 - 6			
Years 3 - 4		Years 5 - 6	
Domain	Minutes per week	Domain	Minutes per week
Literacy	600	Literacy	600
Numeracy	300	Numeracy	300
Integrated Studies (Science/Humanities)	380	Integrated Studies (Science/Humanities)	380
STEM (digital technology)	40	STEM (digital technology)	40
Japanese	40	Japanese	40
Physical Education	60	Physical Education	60
Music	40	Music	40
Art	40	Art	40
Additional school programs that operate within this structure			
Fortnightly Assembly Interschool sport Library Values Cross-country, Athletics, Swimming Incursions/excursions Camp		Fortnightly Assembly Library Values Interschool sports Cross-country, Athletics, Swimming Transition (year 6) Incursions/excursions Electives Camp	