

## SCHOOL CURRICULUM FRAMEWORK



### Help for non-English speakers

If you need help to understand this policy, please contact 9740 8666

## Purpose

The purpose of this framework is to outline Sunbury West 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

Sunbury West 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.

Sunbury West 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](#)

Sunbury West 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 an inclusive learning environment that engages and challenges all 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 Sunbury West Primary School our 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 that enhances classroom learning and undertake a range of student assessment and reporting activities.

## IMPLEMENTATION

Sunbury West Primary School provides a comprehensive curriculum with a strong focus on the core skills of literacy and numeracy. Students in Foundation to year 2 are supported to develop early literacy skills through the Little Learners Love Literacy systematic synthetic phonics program. Students in years 3 to 6 continue to build on this foundational knowledge through the implementation of the PhOrMeS (**P**honics, **O** orthography, **M**orphology and **e**tymology, **S**emantics) program for reading and spelling. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health within literacy and numeracy lessons to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Japanese), and Visual Art and STEM (Science, Technology, Engineering and Maths). Interdisciplinary, personal and social learning are addressed and supported by a range of camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in a variety of extracurricular programs. This includes an annual 10 week whole-school Kinnect2Dance incursion and the Wakakirri Story Dance Challenge for students in years 3 to 6. In addition, our school also hosts an outsourced instrumental music program. At Sunbury West Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5, 60-minute sessions.

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 whole school, curriculum area, year level and lesson curriculum plans.

### Language provision

Sunbury West Primary School delivers Japanese as a Language. This decision was made based on community feedback at the time. The selection of Japanese as our language was also guided by the fact that students can continue learning Japanese beyond grade six, with local secondary schools offering Japanese as a language.

### Pedagogy

The pedagogical approach at Sunbury West Primary School is guided by the Framework for Improving Student Outcomes 2.0 (FISO 2.0) as well as the current Victorian Teaching and Learning Model 2.0 (VTLM 2.0). Our teachers use high-impact teaching and wellbeing strategies to ensure that students are ready to learn, engaged, supported and challenged throughout the learning process. Teachers use a structured approach to teaching and learning that supports students to become more autonomous as each lesson progresses. Lessons begin with the use of explicit teaching strategies to clearly articulate the knowledge and concepts, before modelling the skills needed to be successful. Teachers engage students in guided instruction, where they conduct regular checks for understanding to identify when students are ready to move to independent practice. Teachers also use these checks to identify students who may require varying levels of support or extension.

## Assessment

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

Students at Sunbury West 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 Sunbury West 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 use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in our school Assessment Schedule. 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 include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers make modifications to the task to cater for students with additional learning needs.*
- *Sunbury West Primary School develops Individual Education Plans (IEPs) for students who are funded under the former Program for Students with a Disability (PSD) or current Disability Inclusion (DI) model, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.*
- *Teachers assess the achievements of students with additional needs in the context of the Victorian Curriculum 2.0 and the 'Towards Foundation Level Victorian Curriculum 2.0' where applicable.*
- *The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum 2.0 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

Sunbury West Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Sunbury West 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 Sunbury West Primary School reports are in a written format that is easy for parents/carers to understand and are accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- *Sunbury West Primary School reports directly against the [Victorian Curriculum 2.0 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 are 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).
- Sunbury West Primary School use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- 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, 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.

## 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
<b>Whole school</b>	Year Overviews  Reviewed annually on an allocated planning day in new year level teams. Year level teams collectively review the previous year overview and adapt it to align with the teaching and learning plan for the following year.	Year level teaching teams.	Annually
<b>Curriculum Areas</b>	Term Overviews  Reviewed and adapted annually on an allocated planning day in new year level teams to reflect the teaching and learning plan for the following year. These are then reviewed periodically throughout the year (e.g. termly) by teaching teams to update and revise as needed.	Year level teaching teams.	Annually
<b>Year levels</b>	Scope and Sequences  Reviewed as a whole staff to ensure that a clear learning progression is documented across all levels F-6. This happens periodically when there are changes/updates to curriculum, or as identified as an area of need through strategic planning.	Year level teaching teams.	Annually

<b>Units and lessons</b>	Reviewed each year by current teaching teams. Lessons/sequence of learning might be adapted or revised based on feedback from the previous teaching team and student learning outcomes.	Year level teaching teams.	Annually
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### Review of teaching practice

Sunbury West 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.

### 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 \(including variation to hours\)](#)

### POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2025
Approved by	Inga Wilson
Next scheduled review date	June 2028