Cranbourne South PRIMARY SCHOOL

Respectful Responsible Resilient Safe

CURRICULUM FRAMEWORK POLICY

Purpose

Cranbourne South Primary School (CSPS) is committed to delivering a high-quality, inclusive and evidence-based education that ensures all students develop the knowledge, skills and dispositions required for lifelong learning and active participation in society.

This policy outlines how **curriculum, teaching, assessment and reporting operate as an integrated system** at CSPS to improve student learning outcomes.

Overview

The CSPS curriculum encompasses all planned learning experiences and is aligned to the Victorian Curriculum 2.0.

The school delivers a **guaranteed, viable and sequential curriculum** across all learning areas and capabilities. Curriculum planning and delivery ensure alignment between:

- **Guaranteed curriculum** – the essential knowledge and skills all students are expected to learn
- **Enacted curriculum** – the curriculum delivered through classroom teaching
- **Assessed curriculum** – the measurement of student learning against achievement standards

Learning at CSPS is grounded in **clearly defined curriculum content**, with knowledge explicitly taught and built cumulatively over time.

Teaching practice is guided by the Victorian Teaching and Learning Model 2.0, ensuring consistent, high-impact instruction across the school.

Aims

CSPS implements a curriculum that:

- Aligns with Victorian Department of Education policies and the **Victorian Curriculum 2.0** and **Victorian Teaching and Learning Model (VTLM) 2.0**
- Prioritises **deep learning of essential knowledge and skills**
- Is delivered through **explicit, evidence-based teaching practices**
- Is developmentally sequenced to support **cumulative learning**
- Is differentiated to meet the diverse needs of all students
- Promotes high expectations and excellence for every learner
- Embeds student wellbeing and inclusion
- Supports student voice and agency within a structured and orderly learning environment

Implementation

Curriculum Design and Whole-School Planning

CSPS maintains a **documented whole-school curriculum plan** that ensures consistency and coherence across all year levels.

This includes:

- Scope and sequence documents aligned to Victorian Curriculum 2.0
- Planning aligned to **curriculum bands and progression points**
- Identification of **priority knowledge and skills**
- Yearly and term overviews
- Agreed time allocations across all learning areas and capabilities

Curriculum design ensures:

- Learning is **sequential, cumulative and knowledge-rich**
- Content is explicitly taught and systematically revisited
- All students have access to a **guaranteed and viable curriculum**

Learning Area	Time Allocation	Breakdown
Literacy Block	2 hours daily (10 hours/week)	*20 mins – **Phonics** (SoundsWrite)* *50 mins – Reading* *50 mins – Writing*
Numeracy	1 hour daily (5 hours/week)	
Inquiry	2 hours	*Can be integrated/taught through Literacy & numeracy*
ICT	30 mins/week	*Integrated across Inquiry, Literacy and Numeracy*
Languages: Spanish	30 mins/week	
STEM	1 hour (weekly)	
P.E	1 hour (weekly)	
Arts/Performing Arts	1 hour (weekly)	
Wellbeing SWPBS, R&R, health	1 hour (weekly)	
Library/Assembly	30 minutes (fortnightly)	*Fortnightly if no assembly; otherwise, Wellbeing Reach sessions*

Teaching and Learning (Instructional Practice)

Teaching at CSPS is guided by the Victorian Teaching and Learning Model 2.0 and the school's Instructional Model.

Teachers implement consistent, evidence-based practices, including:

- **Explicit teaching** of new knowledge and skills
- Clear **learning intentions and success criteria**
- Structured lessons that include:
    - Explicit instruction
    - Guided practice
    - Independent practice
    - Review and feedback
- Use of **worked examples, modelling and scaffolding**
- Strategies to manage **cognitive load**
- Regular checks for understanding and responsive teaching

Student voice and agency are incorporated through goal setting, reflection and application of learning, following a structured and teacher-led approach.

Assessment and Reporting

Assessment at CSPS is aligned to the taught curriculum and the Victorian Curriculum 2.0 achievement standards.

Assessment Practices

CSPS implements a whole-school assessment schedule including:

- Diagnostic, formative and summative assessment
- Common assessment tasks
- Moderation practices to ensure consistency of teacher judgement
- Use of agreed assessment tools (e.g. NAPLAN, PAT, Essential Assessment)

Data Use and Improvement

Teachers and Professional Learning Communities (PLCs) use data to:

- Identify student learning needs
- Inform responsive teaching and differentiation
- Monitor student progress and growth

CSPS uses the FISO improvement cycle to:

- Evaluate and diagnose
- Prioritise and set goals
- Implement teaching strategies
- Monitor and evaluate impact

High Impact Teaching Strategies are selected based on evidence of student need.

Reporting

Student achievement is:

- Assessed against Victorian Curriculum 2.0 standards
- Reported to students and parents through:
    - Ongoing feedback
    - Semester reports
    - Student/Teacher/Parent conferences

The school reports to the community through the Annual Report.

Differentiation and Inclusion

CSPS ensures all students can access and succeed in the curriculum through:

- Differentiated teaching and targeted support
- Adjustments for students with disabilities
- Individual Education Plans (IEPs) where required
- Intervention and extension programs

Targeted support is provided for priority cohorts including:

- Koorie students (aligned with Marrung priorities)
- Students in Out of Home Care
- Students with English as an Additional Language (EAL)
- Students at risk of disengagement

Student Wellbeing

Student wellbeing is embedded in all aspects of curriculum and teaching.

CSPS provides:

- A safe, inclusive and supportive learning environment

- Opportunities to develop social and emotional capabilities
- Integration of wellbeing into daily learning

Curriculum and Teaching Practice Review

CSPS maintains a cycle of continuous improvement through:

- Annual curriculum audits aligned to Victorian Curriculum 2.0
- Regular review of curriculum plans and documentation
- Ongoing evaluation of teaching practice through instructing coaching, PLC work and whole staff professional development

All staff participate in:

- Performance and Development Plans (Statement of Intent) aligned to school priorities
- Professional learning, coaching and peer observations

School leadership ensures consistency and quality of curriculum delivery and instructional practice.

Further Information and Resources

- CSPS Curriculum Mapping doc
- Guidelines to the minimum standards DET
- Victorian Curriculum
- Using Digital Technologies to Support Learning and Teaching
- Students with disabilities
- Koorie Education
- DET Curriculum Planning and Reporting Guidelines
- Student Engagement and Inclusion Policy
- Student Wellbeing and Learning
- Curriculum

Communication

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

- Available publicly on our school's website
- Reminders in iNewsletters and Compass
- Included in staff induction processes
- Included in staff handbook
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

Help for non-English speakers

If you need help to understand the information in this policy please contact CSPS office personnel and/or Principal class.

Mandatory Consultation

Consultation Group	Date Consulted
School Council Policy Sub Committee	Relative to Strategic Plan and Annual Implementation Plan biannual evaluation and reporting
Staff	• Staff information booklet • School Improvement Team meetings • Leadership meetings • Professional Learning Team leader meetings
Parents via Newsletter	iNewsletter
Student leadership groups	Student focus groups relative to teaching and learning

Due for Review

October 2029

Certification

This policy was ratified at the School Council Meeting held at Cranbourne South Primary School on Wednesday 13th May, 2026

Signed: 

Signed: 

Principal

School Council President