

Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Lalor North 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

Lalor North 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.

Lalor North 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](#)

Lalor North Primary School aims to develop a close working partnership between parents and staff, a safe and well-maintained environment, and a well-balanced and challenging curriculum.

At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future.

Our mission is to build a culture of high-expectations for all that ensures our students experience high levels of social, emotional and academic growth.

Lalor North Primary School's values are:

RESPECT - We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

HONESTY – We communicate openly and work together to solve problems. By demonstrating honesty and acting with integrity we build trust, which enables us to collaborate, to take greater risks with our learning and to be more resilient when things go wrong.

UNITY – We have many languages, come from many backgrounds and are a school of many differences, but we speak with one voice, as one school. We develop a sense of connection and belonging within each part of our school, and across the whole school.

SUCCESS – We help each other learn so that everyone experiences success every day. Success means doing new things, learning new skills, finding new ways of thinking and solving interesting, complex and challenging problems.

RESILIENCE – We know trying new things; experiencing challenges and bouncing back from adversity are central to life and to learning. Only by building our resilience can we experience strong levels of growth.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys. Each year the school maps out its curriculum offerings in a Whole School Curriculum Plan.

Our school recognises and responds to diverse student needs when developing our curriculum programs and curriculum plan (Refer to Appendix A).

Our school complies with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools. At Lalor North Primary School the Victorian Curriculum is implemented from Foundation to Year 6 and a high priority is placed on the teaching of Physical and Sport Education, Languages and EAL.

IMPLEMENTATION

Lalor North Primary School implements its curriculum with a strong focus on literacy, numeracy and languages. Students learn through language and learn about language in our nationally recognized Greek Bilingual Curriculum Program or Macedonian Bilingual Curriculum Program, or through the Italian as a second language program.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an Inquiry approach addresses the learning areas of Science, the Humanities, Technologies, Health and the capabilities. These learning areas are cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Italian), and The Arts, Music and STEM. Interdisciplinary, personal and social learning are addressed within these learning areas and supported by an Outdoor Education camping program and excursion initiatives. The school is an active participant in district sport competitions and implements the Resilience, Rights and Respectful Relationships Program which covers eight topics of Social and Emotional Learning.

At Lalor North Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 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 unit/lesson curriculum plans.

Language provision

Standard Program

Lalor North Primary School will deliver Italian as a Language in the Standard Curriculum Program, based on community consultation, and the selection of a language which is offered at other local secondary schools.

Bilingual Programs

Lalor North Primary School delivers either the Greek or Macedonian language through the Bilingual Curriculum Programs. Prep to 6 students spend 50% of their learning time learning through Greek or Macedonian. Our school attracts students from beyond our immediate area because of the features of these programs. The Bilingual Curriculum programs are based on significant research that supports the benefits of bilingual education and the advantages of bilingual teaching and learning.

Pedagogy

The pedagogical approach at Lalor North Primary School is guided by FISO 2.0 (Framework for Improving Student Outcomes) and the VTLM 2.0 (Victorian Teaching and Learning Model) which brings FISO into the classroom, creating a line of sight between the whole-school improvement approach and classroom practice.

When integrated, the 5 core elements of FISO 2.0 build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
- successful lifelong learners
- active, informed members of just and sustainable communities.

The VTLM 2.0 translates the Framework for Improving Student Outcomes 2.0 (FISO 2.0) into classroom-level pedagogical principles and strategies that will positively impact student learning and wellbeing outcomes.

At Lalor Primary School the VTLM Pedagogical Model opens discussions, invites observation and feedback, and encourages teachers to continually improve their practice. The teaching approach is expressed in the five Pedagogical Model domains with direct connections to the Practice Principles and HITS. In addition, the Pedagogical Model refers to ideas, values and evidence about teaching and learning.

Each component of the VTLM 2.0 articulates how FISO 2.0 is enacted in teaching and learning.

- A Vision for Learning helps create a unified set of values and beliefs to drive a high-performance learning culture. A Vision for Learning states: All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.
- The Practice Principles are nine signature pedagogies which make the difference in improving student achievement and motivation
- The Pedagogical Model describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles
- The High Impact Teaching Strategies (HITS) are ten instructional practices that are valued by Lalor North Primary School because research has proven they reliably increase student learning

- The HITS are embedded in all lessons delivered through our Instructional Models, with a strong focus on Lesson Structure, Explicit Teaching, Setting Goals, Feedback and Differentiated Teaching.

Lalor North Primary School is guided by FISO 2.0 and the VTLM 2.0 to develop a structured approach to curriculum planning in Professional Learning Communities (PLCs) that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. Data is analysed regularly by teachers in their curriculum planning using a variety of year level assessments, including NAPLAN and an analysis of other school performance data, such as student, staff and parent surveys.

Each year the school maps out its curriculum by auditing the Curriculum Plans.

Assessment & Reporting

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

- *Data plays a key part in the ongoing school improvement process for Lalor North Primary School and is reported in different ways according to the audience.*
 - *For students: Feedback is given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.*
 - *For staff: Both informal and formal data is used to inform planning and teaching on both a short and longer-term basis. Trend data also provides relevant information about the school's continuous improvement journey.*
 - *For parents: Student reports, parent/teacher meetings and student-led conferences provide an opportunity for teachers to provide feedback regarding student achievement.*
 - *For the community: Student learning outcomes data is reported in the Annual Report to the School Community which is also provided to DET and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.*
- *Teachers at Lalor North 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.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Unit/ Lesson Plans 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.*
- *Lalor North 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 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

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

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.

- Lalor North 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).
- Lalor North 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.

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 school's curriculum is reviewed on a cyclical basis to ensure alignment with the Victorian Curriculum. Curriculum audits and reviews inform future curriculum planning and implementation.

Data Collection

The school continuously monitors student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, Fountas and Pinnell Benchmarking Assessment System, TOPALL (Phonological Awareness), Student/Teacher Conferences, Individual Education Plans, Portfolio Learning Tasks, Rubrics, Moderation, Mathematics Online Interview, PAT Maths and Pre and Post Testing.

The School Leadership team tracks whole school, cohort and individual data and identifies potential teaching and learning areas that require further focus.

Data Analysis

All teaching staff implement the school's assessment schedule. A variety of approaches are then used to analyse data at an individual, group, cohort and school level. The leadership team works with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data informs curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data is also used to determine student support options, including for those at risk, by developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.

Layer of review/planning	Process and data used	Responsibility	Timeframe
	Reviewed in Meetings, as per the Meeting Schedule.		
Whole school	Victorian Curriculum F–10 website , Year level Plans and Curriculum Area Plans Analysis of assessment data (Whole School data - Summative, NAPLAN, Fountas and Pinnell BAS, Student Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey, Attendance data, etc.)	Leaders & SIT (School Improvement Team)	Yearly
Curriculum Areas	Victorian Curriculum F–10 website and templates which includes the F–10 curriculum, plus resources such as scope and sequence templates for each curriculum area. Analysis of assessment data (Formative and Summative, NAPLAN, Fountas and Pinnell BAS, Student Attitudes to School Survey)	Leaders & SIT (School Improvement Team)	Yearly
Year levels	Victorian Curriculum F–10 website and templates which includes the F–10 curriculum, plus resources such as scope and sequence templates for each curriculum area. Curriculum Area Plans, Units and lesson plans. Analysis of assessment data (Formative and Summative, NAPLAN, Fountas and Pinnell BAS, Student Attitudes to School Survey)	PLCs Leaders	Weekly in PLC meetings Yearly
Units and lessons	Victorian Curriculum F–10 website and templates which includes the F–10 curriculum, plus resources such as scope and sequence templates for each curriculum area. Curriculum Mapping. Previous Unit and Lesson plans. Analysis of assessment data (Formative and Summative, NAPLAN, Fountas and Pinnell BAS, Student Attitudes to School Survey)	PLCs Leaders	Weekly in PLC meetings Yearly

Review of teaching practice

Lalor North 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.
- Structured, weekly opportunities for reflection, feedback and review through each Professional Learning Community's collaborative planning meeting.
- A day-long PLC planning day each term which involves reflection and review of the teaching practice and curriculum delivered in the preceding term.
- Participation in an ongoing PLC Inquiry Cycle focused on investigating a 'problem of practice' and reviewing teaching practice through this cycle.

The school's leadership team oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback is a key component of teaching practice improvement. The leadership team ensures that:

- Professional Learning is targeted to improve teaching practice in the school through excellent delivery of the curriculum (for example, through participation in PLC Professional learning, through partnerships with the Maths Association of Victoria and the University of Melbourne, by participating in Bastow Courses such as Leading Literacy in Networks, etc.)
- Analysing trends in whole-school and cohort data (from a range of sources) informs the effectiveness of curriculum and teaching practice.
- Discussions at weekly leadership meetings focus on specific aspects of teacher practice informed by learning walks or observational visits preceding these meetings.
- Ongoing conversations with colleagues about the effectiveness of teaching practice in our school occur.

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:
 - <https://www.lalornorthps.vic.edu.au/curriculum-overview>
 - <https://www.lalornorthps.vic.edu.au/bilingual-education>
 - 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	Jan 2025
Approved by	Elizabeth Bryan
Next scheduled review date	Jan 2028

Curriculum Plan – Time Allocation - APPENDIX A

The Curriculum Plan is based on the Victorian Curriculum. Timetables are structured on a weekly basis. Each session is of a 60-minute duration. The breakdown of the weekly cycle is as follows, for our different Curriculum Programs and year levels:

Standard Curriculum Program

Standard English Curriculum Program	
Foundation – Year 2	
Curriculum Area	Sessions per Week
English <i>(includes 30min daily phonics instruction)</i>	10
Mathematics	5
Inquiry Learning	3
Personal & Social Learning <i>(includes assembly)</i>	2
The Arts	1
PE	1
STEAM	1
Italian	1
PMP	0.5
Library	0.5
Total	25 sessions per week

Standard English Curriculum Program	
Year 3/4	
Curriculum Area	Sessions per Week
English	10
Mathematics	5
Inquiry Learning <i>(includes sustainability)</i>	3
Personal & Social Learning <i>(includes assembly)</i>	1.5
The Arts	1
Italian	1
PE & Sport	2
STEAM	1
Library	0.5
Total	25 sessions per week

Standard English Curriculum Program	
Year 5/6	
Curriculum Area	Sessions per Week
English	10
Mathematics	5
Inquiry Learning	2
Personal & Social Learning <i>(includes assembly)</i>	1.5
The Arts	1
Italian	1
PE	1
Interschool Sport	2
STEAM	1
Library	0.5
Total	25 sessions per week

Greek Bilingual Curriculum Program

Greek Bilingual Curriculum Program	
Foundation – Year 2	
Curriculum Area	Sessions per Week
English/Greek <i>(includes 30min daily phonics instruction)</i>	11
Mathematics	5
Inquiry Learning	3
Personal & Social Learning	2
The Arts	1
PE	1
STEAM	1
PMP	0.5
Library	0.5
Total	25 sessions per week

Greek Bilingual Curriculum Program	
Year 3/4	
Curriculum Area	Sessions per Week
English/Greek <i>(including Library)</i>	11
Mathematics	5
Inquiry Learning <i>(includes sustainability)</i>	3
Personal & Social Learning <i>(includes assembly)</i>	1.5
The Arts	1
PE & Sport	2
STEAM	1
Library	0.5
Total	25 sessions per week

Greek Bilingual Curriculum Program	
Year 5/6	
Curriculum Area	Sessions per Week
English/Greek <i>(including Library)</i>	11
Mathematics	5
Inquiry Learning	2
Personal & Social Learning <i>(includes assembly)</i>	1.5
The Arts	1
PE	1
Interschool Sport	2
STEAM	1
Library	0.5
Total	25 sessions per week

Macedonian Bilingual Curriculum Program

Macedonian Bilingual Curriculum Program	
Foundation – Year 2	
Curriculum Area	Sessions per Week
English/Macedonian <i>(includes 30min daily phonics instruction)</i>	11
Mathematics	5
Inquiry Learning	3
Personal & Social Learning	2
The Arts	1
PE	1
STEAM	1
PMP	0.5
Library	0.5
Total	25 sessions per week

Macedonian Bilingual Curriculum Program	
Year 3-6	
Curriculum Area	Sessions per Week
English/Macedonian <i>(including Library)</i>	11
Mathematics	5
Inquiry Learning <i>(includes sustainability)</i>	3
Personal & Social Learning <i>(includes assembly)</i>	1.5
The Arts	1
PE & Sport	2
STEAM	1
Library	0.5
Total	25 sessions per week

Macedonian Bilingual Curriculum Program	
Year 5/6	
Curriculum Area	Sessions per Week
English/Macedonian <i>(including Library)</i>	11
Mathematics	5
Inquiry Learning	2
Personal & Social Learning <i>(includes assembly)</i>	1.5
The Arts	1
PE	1
Interschool Sport	2
STEAM	1
Library	0.5
Total	25 sessions per week