



Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Creswick Primary School on 03 5345 2044.

PURPOSE

The purpose of this framework is to outline Creswick 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

Creswick 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.

Creswick 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](#)

Creswick Primary School's vision is to create a respectful and welcoming environment where parents, teachers and community members nurture students to achieve their best on an academic, social and emotional level..

Creswick Primary School's mission is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to achieve their personal best.

Creswick Primary School's objective is to ensure the staff, students, parents and wider community work cooperatively to form strong partnerships in order to build a culture of lifelong learning for all students.

IMPLEMENTATION

Creswick Primary School implements its knowledge based curriculum that draws on all areas of the curriculum. Literacy and numeracy is taught through a structured learning approach with a commitment to explicit instruction. Our comprehensive specialist program includes LOTE- Indonesian, Visual Art, Performing Arts and Physical Education. At Creswick Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five 60-minute sessions.

Language provision

Creswick Primary School will deliver Indonesian as a Language because:

- They are our closest neighbour and an easily accessible country to visit.
- It's a widely spoken language which is very easy to learn, using a phonetic Roman alphabet with very few complex grammar rules. Learning Indonesian in turn solidifies knowledge of our own English grammar structures and phonetics as a vast majority are shared.
- We have easy access to native speakers through our partnerships with Indonesia and we take advantage of one such program, the ILLA (Indonesian Language Learner Ambassador) program. This program sees Indonesian University students studying in Australia being placed in schools to share their Indonesian culture and language.

Pedagogy

The pedagogical approach at Creswick Primary School is informed on current best practice. At Creswick Primary School, we use Explicit Instruction, a structured and systematic teaching approach that provides clear instruction, design and delivery procedures to maximise students' learning. This approach incorporates various scaffolds, guiding students through the learning process with explicit explanations, demonstrations and supported practise. The goal is to foster independent mastery by offering clear statements about the purpose and rationale of learning, checking for understanding, and ensuring active and successful participation by all students. This pedagogical approach aligns with FISO 2.0.

Assessment

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

Students at Creswick 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 Creswick 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 our assessment schedule.
- 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.
- Creswick 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. IEPs will also be developed for students achieving 'well above' or 'well below' a curriculum area.

- 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

Creswick Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Creswick 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 Creswick Primary School formal written reports are sent home at the end of Semester 1, and Semester 2. Parents have three formal opportunities to meet with teachers as part of our Parent/Carer Interview schedule, at the beginning of Term 1, the beginning of Term 3 (after semester reports), and as needed at the end of the year. Some parents/carers are also part of our Student Support Group (SSG) process where they meet termly with our Wellbeing Leader and classroom teachers to discuss wellbeing and academic progress. Parents/carers are also encouraged to reach out to the Leadership team at any time to discuss their students progress.

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.

- Creswick 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).
- 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

Creswick Primary School reviews the school curriculum each year.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Whole school curriculum documentation is produced by the Curriculum team, led by the Principal. Whole school curriculum documentation ensures that all Curriculum Areas are covered within the teaching and learning program.	Principal Curriculum Team	Yearly

	Specific Specialist Curriculum areas are reviewed by Specialist Teachers in conjunction with the curriculum team.		
Year levels	PLC teams and teaching teams review and make adjustments to the yearly planning documents. As our curriculum runs on a two-year cycle, this is done bi-annually.	PLC Teams Teaching Teams	Bi-annually
Units and lessons	Weekly planning in teaching teams are continually adjusted and review.	Teaching Teams	Ongoing

Review of teaching practice

Creswick 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 \(including variation to hours\)](#)
- 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	January 2026
Approved by	Principal
Next scheduled review date	January 2030