



CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 03 9726 6931 or manchester.ps@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Manchester 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

Manchester 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.

Manchester 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](#)

Manchester Primary School aims to promote a strong emphasis on the teaching of English and Mathematics, based on the Victorian Curriculum. We are 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 their personal best in all of their endeavours.

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

Manchester Primary School implements its curriculum by a daily focus on literacy and numeracy skills.

At Manchester Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five 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, and unit / lesson curriculum plans.

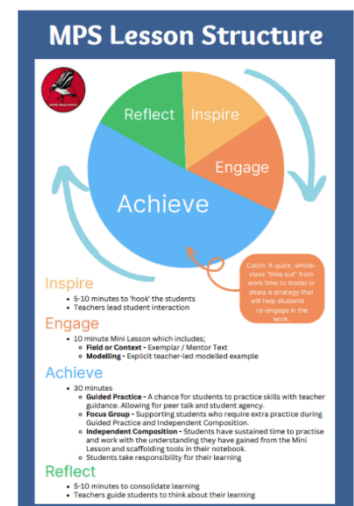
Language provision

Manchester Primary School will deliver Auslan as a Language. We believe in fostering an inclusive and diverse learning environment for all our students. That's why we proudly teach Auslan, the Australian Sign Language. Auslan is not just a language; it's a gateway to communication, understanding, and empathy. By offering Auslan as part of our curriculum, we empower our students to break down barriers and connect with individuals who are deaf or hard of hearing. Learning Auslan not only enhances communication skills but also promotes a culture of inclusivity, acceptance, and appreciation of our differences.

Pedagogy

The pedagogical approach at Manchester Primary School is based around the Gradual Release of Responsibility, using our lesson structure. Instructions starts with the 'Inspire' phase, where students establish their interest in the learning. They then move to the 'Engage' phase, where teachers support students' learning, gradually passing the responsibility onto the students at their own pace. They then move to the 'Achieve' phase, where students work independently or together to establish their understanding of the new learning. Finally, students reflect on their learning to share their development.

Assessment





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

Students at Manchester 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 Manchester 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 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.

Reporting

Manchester Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Manchester 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 Manchester Primary School provides written reports at the end of each semester. Parents and carers are encouraged to have an open conversation with their child's teacher at any time, and Student Support Group meetings are offered termly for students with additional learning needs, students in out of home care, and students from an Aboriginal or Torres Strait Islander background. Three-way conferences are *conducted twice-yearly, to provide 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.*

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. Manchester 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).



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
Whole school	Documented through the Reporting Schedule, which defines which learning will be prioritised each semester.	SIT	Annual review
Curriculum Areas	Documented through specialist scope and sequence, and using the Inquisitive lesson plans.	Specialist teachers and Team Leaders	Annual review
Units and lessons	Units and lessons are planned by teaching teams to meet the requirements of the relevant scope and sequences to ensure a guaranteed and viable curriculum.	Teaching teams	Plans are completed the day prior to teaching of the plans.

Review of teaching practice

Manchester 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](#)



- [o Koorie Education](#)
- [o Languages Education](#)
- [o Physical and Sport Education — Delivery Requirements](#)
- [o Holocaust Education](#)
- [o Reporting Student Achievement and Progress Foundation to 10](#)
- [o Sexuality and Consent Education](#)
- [o School Hours \(including variation to hours\)](#)

- This policy should be read alongside:
 - o whole school reporting schedule
 - o teaching and learning program for each learning area and capability
 - o teaching and learning program for teaching team
 - o unit plans/weekly plans

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Approved by	Principal, Megan Ganter
Next scheduled review date	October 2027