



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the office

Purpose

The purpose of this framework is to outline Ainslie Parklands 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 curriculum plans.

Overview

Ainslie Parklands 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.

Ainslie Parklands 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](#)

“At Ainslie Parklands Primary School in Croydon, we are focused on providing a safe and challenging environment that engages and stimulates students to become life-long learners with the academic, social and personal skills required to be productive members of a dynamic and global society. We believe in the



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

importance of celebrating our student's achievements and in acknowledging and enjoying creativity and problem solving.

Teaching teams work collaboratively to differentiate effectively across the learning spaces with the goal of meeting all students at their point of need. Students have access to a good range of ICT resources, with an emphasis on embedding their use across the curriculum.

At Ainslie Parklands Primary School, we recognise that all learners have skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every learner is entitled to experience a variety of teaching and learning styles and the appropriate level of individual support which will enable them to achieve their full potential."

APPS Vision

At Ainslie Parklands Primary School, we empower students to be confident, creative and curious thinkers in an inclusive and engaging learning community. We develop the whole child through our commitment to academic excellence, valuing life-long learning and embracing the outdoor classroom.

Objective

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

School Values

The following core values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to one another in order to become effective citizens.

- Respect
- Responsibility
- Resilience

We demonstrate our values:

- We demonstrate Respect in our interactions with others and to our school environment and resources.
- We demonstrate Responsibility for our learning and in how we care for others, equipment and the environment.
- We demonstrate Resilience by being learners who demonstrate a Growth Mindset, understand the Learning Pit and have a go.

Implementation

Ainslie Parklands Primary School develops key strategies for improvement in student learning outcomes through the annually reviewed School Strategic Plan. This is reflective of our Annual Implementation Plan, whole school professional development and curriculum plans.

Ainslie Parklands Primary School has developed a comprehensive curriculum program which meets the needs for school registration through the development of the Whole School Curriculum Planning which



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

outlines the time allocations across the eight key learning areas and how the curriculum is organised across Foundation to Year 6.

In Literacy we follow the Science of Reading program, PhOrMes and the Writing Revolution program which allows us to provide rich targeted teaching and learning experiences. Students' individual learning is monitored and tracked through ongoing (formal and ongoing) assessment, and tracked using data walls to ensure we are meeting each students' needs.

At Ainslie Parklands Primary School we provide all students with the necessary skills they require to be successful readers and spellers. To achieve this we use whole school consistent approaches. Students develop a mastery of spelling, word reading and phonemic awareness through the PhOrMes program, which runs daily. In Literacy, we are focused on developing students' reading, writing and listening skills through the development of their vocabulary, language structure, reasoning and literacy and background knowledge in all year levels. All students build their grammar and punctuation knowledge through explicit instruction in stand-alone sessions.

In Mathematics, we are committed to nurturing a deep understanding of numeracy through our structured approach, utilising the Victorian Lesson Plans (VLPs). Our sessions support the development of increasing mathematical proficiencies by building understanding, fostering fluency, encouraging problem solving and developing reasoning skills. Our curriculum is structured into distinct curriculum blocks in order to bolster structured learning.

By creating a safe and engaging learning environment, students develop a natural curiosity and love of mathematics, allowing them to reach their full potential.

The specialist program at Ainslie Parklands Primary School provides students with instruction in Physical Education, Language (AUSLAN), Science and The Arts.

Teachers plan collaboratively, where they can, reflecting on student data and the Victorian Curriculum 2.0 requirements. Plans are developed in alignment with the Whole School Curriculum Plan, school wide scope and sequences and unit planners, with all planning aligned to the Victorian Curriculum 2.0 and adjusted to meet the students learning priorities based on formative and summative assessment data and Individual Education Plan adjustments.

The School Improvement Team reviews the Whole School Planning documents annually, while year level teams regularly review their unit and weekly planners to ensure they are delivering teaching directed to the point of need of the students.

Language provision

Ainslie Parklands Primary School will deliver AUSLAN as a Language, as incorporating AUSLAN has many benefits for both deaf and hearing students. AUSLAN can enhance children's educational and personal development, increase memory retention, stimulate brain development and mental flexibility and increase enjoyment in communication for both hearing and deaf children.

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 planning documents.



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

Pedagogy

The pedagogical approach at Ainslie Parklands Primary School is based on the gradual release model. All lessons follow the same basic structure to ensure consistency across the school and the best learning outcomes for the students. By carefully planning and delivering quality lessons through this approach, students have the best opportunity for success.

Students will know to expect an introduction that activates prior knowledge and learning in addition to the learning intentions and success criteria for the session. Teachers will then explicitly model the learning (I Do), work through the task with the students (We Do) and then allow students an opportunity to complete the task independently (You Do). Each stage comes with opportunities to respond, hinge point questions and checks for understanding so teachers can ascertain if students have grasped the concepts and we can move on.

At each stage, teachers will work within the models that underpin our multi-tiered systems of support at school to create an environment where students can thrive. This includes:

- School Wide Positive Behaviour Supports (SWPBS)
- Positive Classroom Management Strategies (PCMS)
- Berry Street Education Model (BSEM) model

Assessment

Ainslie Parklands Primary School assesses student progress in line with the Department of Education's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Ainslie Parklands 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.

- 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 the Subject Unit Designs 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.
- Ainslie Parklands will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion (DI), Koorie students and students in 'Out of Home' care, in consultation with students, parents, carers and where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum 2.0 and the 'Towards Foundation Level Victorian Curriculum 2.0' where applicable.



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

- 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

Ainslie Parklands Primary School reports student progress to parents in line with the Department of Education's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Ainslie Parklands 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 Ainslie Parklands Primary School, reports will be in a written format easy for parents/carers to understand and will be accessible in digital format.

- Ainslie Parklands 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.
- Ainslie Parklands 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-student conferences, 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.

Examples of the types of data collected and analysed includes:

- Observational Notes
- Moderated assessment tasks
- English Online interviews for Early Years only
- DIBELS
- PAT Reading and Maths
- NAPLAN Data
- Cubed Reading
- DAL assessments
- Teachers provide ongoing feedback to students and work together to set meaningful learning goals.



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

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	Time Frame
Whole School	A Whole School Curriculum review will take place every four years. The Leadership Team will document through its Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.	SIT	Every 4 Years
Curriculum Areas	Curriculum Leaders and Professional Learning Teams review scope and sequences and curriculum plans based on school data and the school's curriculum plans	SIT	Every Year
Year Levels and Units and Lessons	Teams Leaders and Professional Learning Teams review and refine units of work in an ongoing capacity.	SIT Classroom Teachers	Ongoing

Review of teaching practice

Ainslie Parklands 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.



Ainslie Parklands Primary School

Respect - Responsibility - Resilience

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 planning documents
 - 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	August 2026
Approved by	Angela Tough
Next scheduled review date	August 2029