

Purpose

The purpose of this framework is to outline Coatesville Primary School's (CPS) organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight key 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 plans.

Overview

CPS provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and have a successful transition from primary to secondary school, and then on to work, training, or further education.

CPS 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 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 CPS, we are committed to providing a safe, supportive and inclusive environment where all students are empowered to be successful. We value strong partnerships with parents and carers to support student learning, engagement and wellbeing. We believe students reach their full potential when they feel happy, healthy and safe, and when they are actively engaged in a positive school culture.

As an IB World School, we use the Primary Years Programme (PYP) framework to scaffold the Victorian Curriculum through a balance of explicit and inquiry-based learning. Foundational knowledge and skills are taught through clear, intentional instruction and then applied, deepened and extended through student-led inquiry. This approach allows students to make meaningful connections, develop conceptual understandings and take ownership of their learning.

Our school's purpose statement is:

“To nurture the educational journey of all within the school community, so that we “aspire higher,” through an engaging and relevant, inquiry-based

curriculum, that empowers us to be internationally minded, life-long learners.”

To this end, we support students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy and educated young adults. This aligns with the IB mission statement:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

Our curriculum is inclusive, sequentially planned and grounded in real world contexts. It fosters critical thinking, collaboration and global citizenship, while promoting excellence and innovation. Students have opportunities to explore key concepts, use digital technologies, engage with the wider community and reflect on their growth. Through thoughtful assessment, purposeful resources and meaningful learning experiences, we equip students to contribute positively to society as confident, capable and compassionate individuals.

Implementation

As an IB-PYP World School, CPS delivers the Victorian Curriculum through a blend of transdisciplinary learning and subject-specific instruction. Our program is built around six rich units of inquiry: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organise Ourselves and Sharing the Planet. These units integrate key learning areas to promote deep, conceptual understanding and support the development of the whole child.

Transdisciplinary learning fosters connections across disciplines, encouraging students to apply their knowledge in meaningful, real world contexts. Alongside this, we implement stand-alone subject-specific learning experiences, such as those in English, Mathematics and Health, to ensure explicit instruction in essential skills and content. This balanced approach supports both foundational learning and student-led inquiry, cultivating critical thinking, student agency and intercultural understanding.

Our weekly timetable is structured into six 50-minute sessions, providing five hours of focused learning time per day. This structure ensures a comprehensive and well-rounded education, aligned with both the Victorian Curriculum and the IB philosophy, to nurture engaged, empathetic and capable lifelong learners.

All students in Prep - Grade 2 receive a minimum of 25 minutes of structured, synthetic phonics instruction each day. All students in Prep - Grade 6 are engaged in a minimum of six 50-minute sessions per week (5 hours total) of mathematics instruction.

All students in Prep - Grade 6 undertake four specialist subjects: Visual Arts, Music, French and Health and Physical Education. Students attend one 50-minute session per week for each specialist area. Students in Grade 5 and 6 undertake Interschool Sport training or competition games each week to support Health and Physical Education.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling and the capabilities that are developed by students across

these learning areas, and the approximate time allocations for each learning area, can be provided upon request.

Language provision

At CPS, English is the language of instruction. We also deliver French as an additional Language, and focus on developing cultural understanding throughout the curriculum, as outlined in the Victorian Curriculum.

Pedagogy

At CPS, our teaching and learning approach balances explicit instruction with inquiry-based learning to support every child at their point of need. As an IB-PYP World School, we use the Victorian Curriculum within the PYP framework to develop curious, capable and confident learners.

Learning begins with clear, explicit teaching that is systematic, sequenced and focused on building strong foundational knowledge and skills. Aligned with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), Positive Classroom Management Strategies (PCMS) and the Framework for Improving Student Outcomes 2.0 (FISO 2.0), teachers use high-impact, evidenced based strategies, such as goal setting, modelling practice, differentiation, opportunities to respond, checks for understanding and providing feedback, to ensure learning is visible, purposeful and accessible for all.

Once students develop confidence with essential skills and concepts, we gradually shift responsibility to the learner. This scaffolded approach supports students as they move from guided learning to greater independence. With strong foundations in place, students then engage in rich, inquiry-based learning. Through questioning, investigating and exploring big ideas, they develop deeper conceptual understanding and take ownership of their learning. Teachers personalise learning using formative assessment and differentiated strategies to meet the diverse needs of each learner.

This balanced approach, rooted in positive classroom practices, student wellbeing and evidence-based frameworks, develops critical thinking, creativity and student agency. It ensures every child is challenged, supported and empowered to grow as a lifelong learner and global citizen.

Assessment

At Coatesville Primary School, assessment is a core part of teaching and learning. We follow the Department of Education's [Assessment of Student Achievement and Progress F-10 Policy](#), and align our approach with the IB-PYP and the VTLM 2.0.

Assessment is used to:

- Track student progress and growth,
- Inform teaching and planning,
- Provide meaningful feedback,
- Support student reflection and goal setting.

Teachers use a balanced approach that includes:

- Formative assessment (checks for understanding during learning),
- Summative assessment (to evaluate learning at the end of a unit), and
- Peer and student self-assessment and reflection.

Assessment tasks are varied and inclusive, designed to allow all students to demonstrate what they know, understand and can do. These may include:

- Observations, conversations, and questioning,
- Work samples, tests and open-ended tasks, or
- Projects, performances, and portfolios.

We embed differentiated assessment practices to cater for the diverse needs of our learners, including scaffolding, targeted support and extension. Teachers check for understanding regularly during instruction and adapt their pedagogy and planning to ensure all students are supported and challenged appropriately.

Assessment is documented in year-long and unit planners. Moderation processes are used across the school to ensure consistency and accuracy in teacher judgements.

Individual Education Plans (IEPs) are developed in consultation with families and students for students with additional needs, including those with a Disability Inclusion Profile, Koorie students, students in Out-of-Home Care and others working significantly above or below the expected achievement level.

We assess EAL students using the Victorian Curriculum F–10 EAL Pathways, and use the Towards Foundation Level Victorian Curriculum where appropriate.

Assessment at CPS supports a positive learning environment, promotes student agency, and ensures every learner is progressing and supported in their learning journey.

Reporting

CPS reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, CPS ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through mid-year and end of year formal reporting.

The report is written in an easy to read format for parents/carers to understand and is accessible in digital form.

CPS 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 Pathways will be used. Both student achievement and progress will be included in the report.

An age-related five-point scale is used, where the quality of a student's achievement is marked against what is 'expected' for students of that year level at the time of reporting, is used for reporting against the achievement standards twice per year in English and Mathematics.

Parents/carers and students are encouraged to discuss the school report with teachers or school leaders either via a formal meeting or parent-teacher interviews.

Teacher-parent interviews are held early in Term 1 to give parents/carers the opportunity to share important information about their child as a learner. This helps teachers build strong relationships and support each student's learning from the outset. *Parent-teacher interviews*, held mid-year, are led by the teacher and focus on communicating student progress, celebrating achievements and identifying areas for growth. In Term 3, Student-led Conferences provide students with the opportunity to actively reflect on and share their learning journey, showcase their student portfolios and discuss next steps, fostering agency, ownership and pride in their progress.

Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against VTLM 2.0 and the [FISO 2.0](#). FISO 2.0 and the FISO improvement cycle help identify focus areas for improvement and evaluate the impact of introduced initiatives. Our Programme of Inquiry and the associated curriculum mapping documents are also reviewed against the IB-PYP practice standards and requirements.

Review of school curriculum

Layer of review/ planning	Process and data used	Responsibility	Timeframe
Whole school	Programme of Inquiry Annual Review	PYP Coordinator Leading teachers & Learning Specialists All teachers	Yearly
Year levels	Collaborative planning and reflection	Teaching and Learning Leaders Teachers	Weekly
	Unity of Inquiry Review	Teaching and Learning Leaders Teachers Leading teachers & Learning Specialists	At the end of each unit of inquiry (approximately 6 weeks)

	Year-Long Planners	Teachers Teaching and Learning Leaders Leading teachers & Learning Specialists	Weekly Termly
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Review of teaching practice

CPS 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.
- Instructional Coaching is facilitated by the Leading Teacher team, who work one-on-one with each teaching staff member to improve instructional practice and pedagogy. This involves goal setting based on VTLM 2.0 or PCMS, observations of classroom practice, feedback, constructive conversations and peer observations.
- Data analysis to identify the impact of implemented approaches to teaching and learning is used to ascertain its effectiveness.
- Parent and student feedback, to ensure that we are meeting the needs of our community and learners.

Further information and resources

Policy and Advisory Library:

- o [Curriculum Programs Foundation to 10](#)
- o [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- o [Assessment of Student Achievement and Progress Foundation to 10](#)
- o [Digital Learning in Schools](#)
- o [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 the whole school programme of inquiry.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2025
Approved by	Principal
Next scheduled review date	2028 (recommended review cycle is 3 – 4 years)