



# Chelsea Primary School

## CURRICULUM FRAMEWORK

### PURPOSE

The purpose of this framework is to outline Chelsea 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, year level and unit/lesson curriculum plans.

### OVERVIEW

Chelsea 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.

Chelsea 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](#)

Chelsea Primary School promotes connectedness, through the building of positive relationships and mutual respect, and we provide an inclusive and supportive environment in which diversity is valued and celebrated. Students are empowered to achieve their best academically and socially. Student agency is developed through voice and leadership opportunities, and students are supported to take responsibility for their learning.

At Chelsea Primary School our commitment to teaching and learning excellence, with an explicit instructional model, high-impact teaching strategies, student engagement, and responsive differentiation ensures the development and growth of every student.

Our broad and comprehensive curriculum presents students with the opportunity to develop deep understandings on a range of concepts and challenges and inspires student learning. Our learning culture develops thinking and social skills, fosters engagement with the wider community, and enables students to make positive contributions to society. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, use a variety of technology to assist in student learning, and undertake regular and scheduled student assessment and reporting activities.

## IMPLEMENTATION

At Chelsea Primary School, class time is structured into five hours of learning per day, broken into five 60-minute sessions.

Chelsea Primary School implements its curriculum across a weekly timetable including the following learning areas:

- English
- Mathematics
- Science
- Technologies
- Humanities
- Health and Physical Education
- The Arts
- Languages - Korean

**Learning Capabilities** - Critical and Creative Thinking, Personal and Social, Ethical, and Intercultural - are taught as knowledge and skills that are integrated into and applied across the eight learning areas.

Specialist programs from Foundation to Year 6 are provided for Health and Physical Education, Visual Arts, Language (Korean), STEM and Wellbeing. Supportive curriculum initiatives and programs include Literacy and Numeracy Intervention. A range of Outdoor Education camps and excursion/incursion initiatives support interdisciplinary, personal and social learning.

Teaching and learning teams ensure scope and sequence and curriculum coverage is monitored across the school. Our Professional Learning Teams (PLTs) are dedicated to strengthening teaching practice and classroom engagement, with the aim of improving student learning outcomes. These teams are currently responsible for core curriculum development and delivery in literacy, numeracy, sciences, humanities, sustainability and digital technologies. The school's Professional Learning Communities (PLC) in consultation with staff determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input is sought from the relevant staff in the curriculum area when creating curriculum plans. The focus of the PLC reflects the priorities outlined in our School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

Chelsea Primary School has Curriculum and School Improvement Teams, with curriculum leader and teacher participation across each level of the school. These teams focus on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting and personalised

learning. Our School Improvement Team drives, monitors and supports the planning of evidence-based improvement strategies, with a focus on student learning outcomes and wellbeing.

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 time allocations is provided in our whole school, curriculum area, year level and unit / lesson curriculum plans.

### **Language provision**

Chelsea Primary School will deliver Korean as a language, based on South Korea's cultural, social, educational and economic ties with Australia. Korean is spoken by around 80 million people in the Korean Peninsula and worldwide. South Korea is one of the most technologically advanced societies and economies in the Asia-Pacific region. Korean migration has made a significant contribution in shaping multicultural Australia. Learning Korean enhances student understanding of different writing systems and language learning strategies, and develops an appreciation of the language and cultures of Korean-speaking communities. Knowledge of different languages and cultures promotes understanding of diverse attitudes, beliefs and values.

### **Pedagogy**

#### **Our**

*At our school, we are committed to establishing a cohesive and inspiring vision for our teaching practice.*

*This vision encompasses an agreed-upon instructional model, consistent approaches to lesson delivery, student engagement, and effective differentiation strategies that are implemented across all classrooms.*

*Through this shared vision, we aim to provide every student with a high-quality, engaging, and sequential education.*

#### **Vision**

#### **Our**

*To design, align and refine a coherent Prep to Year 6 curriculum that ensures high quality instruction, precise assessment and consistent classroom practice, so that every student experiences a rigorous, sequential and engaging education.*

#### **Aim**

Chelsea Primary School follows an explicit instruction model characterised by carefully planned and sequenced lessons, clear and detailed instructions and modelling, guided practice, frequent and systematic monitoring of student progress and timely feedback to students. Clear learning goals are communicated, content is matched to students' instructional needs, and high impact teaching and learning strategies are employed to optimise learning progress of all students. Teachers check for understanding before gradual release of responsibility (an explicit teaching strategy) to students' independent practice. Students' cognitive load and its effect on working memory is considered using explicit instruction and breaking down complex tasks into smaller steps, supporting learning success for all students and the building of lasting knowledge.

The [Victorian Teaching and Learning Model \(VTLM 2.0\)](#) outlines the elements of learning and teaching that guide our implementation of evidence-based practices and application of curriculum in the classroom.

At Chelsea Primary School, we have adopted the Response to Intervention (RTI) model, a multi-tier data-driven approach to the early identification and support of students with specific learning

difficulties and/or behavioural needs. The RTI model focuses on providing a framework of targeted instructional practices and interventions, alongside systematic monitoring of the effectiveness of instruction and intervention.

### **Assessment**

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

Students at Chelsea 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 Chelsea 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 the Learning Sequences and schedule of assessments. 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.
- Chelsea 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**

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

- Chelsea 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](#).
- Reports will provide a teacher judgement against the achievement standards, assigned as a score, that accurately reflects where each student is along the relevant learning continuum for all curriculum areas taught during the reporting period; student progress since the last report will also be shown for each area
- Reports will use 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
- Chelsea 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

Layer of review/ planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	The School Improvement Team (SIT) and staff review the whole school curriculum plan annually with reference to: priorities identified in the SSP (School Strategic Plan), student achievement data, and department directives and guidelines	SIT (School Improvement Team) Staff	Annually
<b>Curriculum Areas</b>	The SIT, Learning/Curriculum Specialists and other staff review the whole school curriculum plan annually with reference to: priorities identified in the SSP (School Strategic Plan), student achievement data, and department directives and guidelines  Review occurs during SIT, Leadership, PLC (Professional Learning Communities) and staff meetings.	SIT  Learning Specialists  Curriculum Specialists  Staff	Annually  Each term

<b>Year levels</b>	Year level teams, with the support of Learning Specialists and Curriculum Leaders, review curriculum plans during PLC meetings, team planning blocks and designated planning days. Curriculum sequences for Literacy, Numeracy and other learning areas are reviewed and developed each term.	Learning Specialists Curriculum Leaders Year Level Leaders Specialist Leaders	Each term
<b>Units and lessons</b>	Year level and Specialist teams review units and lessons on a regular basis during timetabled planning periods. Learning Specialists/Curriculum Leaders may be consulted to support this process.  Assessment data (from scheduled formative and summative assessments) and student growth informs planning of units and lessons.	Learning Specialists Curriculum Leaders Year Level Leaders and teams Specialist Leaders and teams	Termly Weekly Daily

### Review of teaching practice

Chelsea 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](#)

- o [School Hours \(including variation to hours\)](#)

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Approved by	Taylor Irish - Principal
Next scheduled review date	February 2029