

# CURRICULUM FRAMEWORK POLICY



## Help for non-English speakers

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

Phone: [\(03\) 9398 2806](tel:0393982806)

Email: [seaholme.ps@education.vic.gov.au](mailto:seaholme.ps@education.vic.gov.au)

## PURPOSE

The purpose of this framework is to outline Seaholme 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 overviews and curriculum plans.

## OVERVIEW

Seaholme 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.

Seaholme Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum \(2.0\) 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](#)

## CHILD SAFETY

Seaholme Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that curriculum and assessment practices are developed inclusively to meet the needs of all students.

## POLICY

Seaholme Primary School curriculum covers all the arrangements the school makes for students'

# CURRICULUM FRAMEWORK POLICY



development and learning. It includes the course content and understandings, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources. Seaholme Primary School encourages its students to strive for excellence in all of their endeavours.

Seaholme Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way.

## Implementation

Seaholme Primary School implements the Victorian Curriculum (2.0) in accordance with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). All students have the right to access curriculum which addresses their academic, physical and social needs. The school is responsible for curriculum delivery and design. Curriculum documents are available to staff and parents/carers.

Where applicable Seaholme Primary School will provide a variety of programs and interventions that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English including Koorie students, and other at risk or vulnerable students.

This might include:

- An Individual Learning Plan for each student at risk academically outlining in detail the students' learning goals.
- A Student Absence Learning Plan for when a child has an extended absence from school.
- A Behaviour Action Plan to develop strategies for students experiencing behavioural difficulties.

Seaholme Primary School provides a comprehensive teaching and learning program across all the eight key learning areas outlined in the Victorian Curriculum (2.0). Additional specialist programs include visual art, physical education, STEM and English as an Additional Language and LOTE (Mandarin). Out of School Hours Care (OSHC), swimming, camps for Years 2-6, lunchtime clubs, instrumental music and incursions and excursions are provided with the aim of enabling every student to reach their full potential.

Seaholme Primary School curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content and understandings, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

## Time Allocations

Seaholme Primary School - Curriculum Time Allocations		
Subject	Year Level	Time Allocation per week
English	F-6	10 hours
Mathematics	F-6	5 hours
Visual Arts & PA	F-6	1 hour
STEM (Science & Technology)	F-6	1 hour
Health and PE	F-6	1 hour
LOTE (Chinese)	F-6	1 hour
Humanities	F-6	2 hours

# CURRICULUM FRAMEWORK POLICY



## *English*

At Seaholme Primary School we believe learning English is fundamental to children's success at all levels of education from early childhood to tertiary. Effective literacy programs enable students to see connections between reading and writing and allow them to engage in extended dialogues about their learning. We pride ourselves on our excellent achievements in literacy and constantly strive to continue to improve. We work collaboratively in teams to plan our literacy lessons that are based on current educational research and cater to the individual needs of all of our students. Students participate in ten hours of literacy a week, one hour of Reading and one hour of Writing per day.

## *Reading and Viewing*

At Seaholme Primary School, we aim to develop a love of literature so that all students leave with the Literacy skills they need to succeed. We have a consistent structure for the implementation of our reading lessons, guided by the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). We follow [Victorias approach to teaching reading](#) for students in F-2 and an explicit approach in Years 3-6 along with a workshop model. The teacher models the learning and students will be guided to work collaboratively before moving onto independent practice. Throughout the lesson, students work on their individual goals while the teacher conferences with individuals and groups of students to provide feedback on their progress. The lesson concludes with reflection where students share their success and learning.

## *Writing*

Teachers follow the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and use the Writer's Workshop Model. The teacher explains the learning intention, based on students' needs, create success criteria and use worked examples to ensure the students know what they are learning. Students apply what they have learned while working either independently on a writing task or in small group with students of similar learning needs. One on one writing conferences allow students to discuss their work and set individual writing goals with their teacher. The teacher models writing and think aloud as they show the students what successful writers do. Mentor authors are also used to show students how real authors work and highlight the strong links between reading and writing.

## *Numeracy*

At Seaholme Primary School learning mathematics creates opportunities for and enriches the lives of students. To ensure all of our students develop the knowledge, skills and dispositions to effectively engage with mathematics, our mathematics and teaching and learning program aims to develop the following characteristics in all of our students:

- The Analytical Mathematician
- The Communicative Mathematician
- The Creative Mathematician
- The Motivated Mathematician
- The Organised Mathematician
- The Resilient Mathematician

At Seaholme Primary School, all students will participate in five hours of Numeracy per week. The content of these lessons is based on the Victorian Curriculum (2.0) and informed by assessment of students' understanding. We ensure students are supported or extended depending on their individual needs. We aim to equip all students with the mathematical skills they need to succeed in life beyond primary school. There is also an emphasis placed on:

- Providing students with a clear understanding of the purpose and focus of the lesson through learning intentions and success criteria.

- Following a set instructional model for each lesson which includes a warm up, teacher modelling, collaborative and individual work and reflection.
- Teaching and using multiple strategies to solve open-ended and challenging real-life problems.
- Exposing students to and building their mathematical vocabulary.

We aim to equip all students with the mathematical skills they need to succeed in life beyond primary school.

## *Languages (LOTE Mandarin)*

At Seaholme Primary School, students from F–6 engage in one hour of Mandarin language learning each week. We use AIM (Accelerative Integrated Method) to develop students’ oral and written fluency. Students learn through movement and the use of gestures linked to the language; the program develops and stimulates the students’ interest in learning the Chinese language and culture.

Students engage with all sorts of different activities, including songs, games, role-plays, digital learning, storytelling, reading and writing activities. Each year, Seaholme Primary School holds a Multicultural Day where students participate in different activities from different cultures including Chinese cultural workshops, such as dragon dancing, fan dancing and Chinese craft.

## *Science, Technology, Engineering and Mathematics (STEM)*

At Seaholme Primary School, each year level is allocated a one-hour session per week for STEM with additional resources shared throughout the school to be used in the classrooms to enhance their everyday learning. Within STEM we cover the four main areas of science: earth and space science, chemical science, physical science and biological science.

STEM activities are designed to be open ended with the students coming up with a solution to a problem or challenge using a variety of materials as well as digital technologies. Digital literacies are integral tools in the learning process, and have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning and facilitating change in learning, thinking and teaching. Questioning, discussion, co-operation, teamwork and critical and creative thinking are all explicitly taught and fostered. Students use their creativity to design, test and modify their solutions allowing for self-reflection and peer reflection which builds their understanding of how things work and stimulates new ideas they could use or develop further in the future.

At Seaholme Primary School we are committed to building a culture of respect and responsibility. We show this in the way we use technology and interact online. We teach our students about responsible digital behaviours, including how to recognise and respond to online dangers and threats. We support students to develop the digital skills they need to make a positive impact in the world. We are intentional and discerning about our integration of digital tools into the curriculum, providing rich, interactive and personalised experiences, while ensuring a balance with offline learning opportunities.

## *Inquiry*

Seaholme Primary School uses a guided inquiry approach where all students across the school explore the same concept. We explore eight concepts over a two-year cycle. These include Community, Sustainability, Social Justice, Creativity, Identity, Change, Discovery and Connections. These inquiry units are also an opportunity for us to explicitly teach the Victorian Curriculum (2.0) Capabilities which include Critical and Creative Thinking, Ethical Capabilities, Intercultural Capabilities and Personal and Social Capabilities.

Students are immersed in the big-picture concept into which they will be inquiring. Immersion tasks often include a video or hands-on experience that provide opportunities to pique students’ curiosity, allow for the sharing of ideas and encourage clarifying questions. Students undertake a pre-test to

determine what they already know about the content and skills they will be learning during the unit. These tests can be repeated at the end of the learning sequence to monitor student progress.

During each unit, students are introduced to two Habits of Mind. They learn the focus of each habit and have an opportunity to practise it within the context of the content that they are learning. Links to these habits are made throughout the curriculum, providing a powerful mechanism to teach thinking dispositions to students.

Students work individually or in groups as they are exposed to and practise the skills necessary to complete a rich task. Students are introduced to different thinking tools and cooperative strategies and opportunities to connect what they are learning with their lives. Students have the opportunity to develop questions that they have about what they are learning. Students from Years 3–6 are prompted to plan and conduct an independent inquiry into one of their questions.

Each unit culminates in a rich assessment task. Students use rubrics to guide their progress and to assess peers. Many units include an opportunity for students to share their completed project with parents and visitors. Students are prompted to consider how they will use what they have learnt in the future. They record a reflection, share their ideas with others or create a product to remind them of the skills and knowledge that they have gained.

## *Visual Arts*

At Seaholme Primary School, our Visual Arts program is designed to give the students a stimulating and challenging learning experience. It focuses on developing their creativity, imagination and ability to communicate in a 'visual language' with confidence. The students complete work using a wide variety of materials and skill areas, in a well-resourced Art room. These areas include painting, drawing, printmaking, graphic design, sculpture, construction, ceramics, textiles and mixed media.

The program aims to develop students' foundational skills as artists, using journals for experimentation, design development and reflection. As the students explore and research ideas for their artworks they respond to other artists' work, use visual imagery as sources and learn how to adapt their ideas appropriately to the medium being used. Students learn to work in a studio style space together and practice appropriate processes with tools and materials.

Other opportunities in the program include participating in school displays, our biennial Art Show, community art programs, competitions and working with artists as available and our regular weekly lunchtime art club.

## *Performing Arts*

At Seaholme Primary School our students experience a vibrant, relevant and dynamic Performing Arts experience. The objective is to develop and strengthen the enjoyment and understanding of music, dance and performance to enable children to realise their potential by providing opportunities for creativity and expression of feelings and ideas. All students attend Performing Arts classes which involve singing, dancing, playing instruments, creating and performing. It is a space that encourages students to develop confidence, perseverance, self-expression and cooperative skills in an energetic, safe and inclusive environment. Students are also encouraged to challenge their imagination and build their capability to think critically and creatively.

Seaholme Primary School also offers additional opportunities for students to participate in choirs and bands which perform at school assembly, gatherings and community events. Private instrumental music lessons are also made available to families at an additional cost. These are run on site by a highly qualified external music teacher.

# CURRICULUM FRAMEWORK POLICY



## *Health and Physical Education*

Physical Education is an integral component of the school curriculum at Seaholme Primary School. Physical activity is not only fun, but also essential to our children's growth and development. Each year level participates in the P.E. specialist program for one hour a week and completed at least one additional hour of physical activity with their classroom teacher. The P.E. specialist lessons focus on physical activity, playing games, and developing skill sets and knowledge for different games, activities and sports.

Students across the school are offered opportunities to be physically active and develop life-long healthy habits and routines:

- Students from all year levels are provided the opportunity to participate in sports clinics in a broad range of sports from outside agencies such as; AFL, Basketball Victoria, Cricket Victoria or Altona Badminton Association. These activities vary year on year according to availability.
- Students can self-nominate to trial to represent the school through the interschool swimming carnival.
- An intensive swimming program operates for students in Grades Foundation to 4 and generally runs over a two-week period during the year.
- A beach safety program operates for students in Grades 5/6 annually.
- Students from Grades 3-6 train and compete in the school cross country event. This event leads to interschool teams competing at district and regional events.
- Students in Grades 3-6 participate the school athletics carnival. Students compete to earn points for their school house. This event also acts as the trials for our interschool athletics team. That team represents the school at the district interschool athletics carnival.

## **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*

Each year Seaholme Primary School will audit, review and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum (2.0) meet minimum requirements and are updated to reflect current school initiatives. This audit (outlined below) will inform future curriculum planning and instruction.

The Seaholme Primary School, School Improvement Team (SIT) will determine the curriculum program for the following year, based on student demand and the needs of the school's curriculum plan to maintain balance and a broad provision of subject choices. The School Improvement Team (SIT) meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, mandated DE assessments, school-based testing and teacher judgments based on learning outcomes in the Victorian Curriculum (2.0) 2.0. Tools used will include Compass analytics and Google Drive.

# CURRICULUM FRAMEWORK POLICY



Layer of review/planning	Process	Responsibility	Timeframe
Whole school	SIT, Leadership Team Staff Meetings - school teaching staff	SIT	Twice per term
Curriculum Areas	Leadership meetings Team/PLC meetings	SIT & Curriculum Leaders	Termly/Yearly
Year levels	Team/PLC meetings and Planning Days	Teams/PLCs	Daily, Weekly Termly
Units and lessons	Team meetings Planning Days	Teams/PLCs	Daily, Weekly Termly

## *Review of teaching practice*

Seaholme 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 school's Performance and 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.

## **Assessment**

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

Students at Seaholme 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 Seaholme Primary School undertake* 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 schedules. 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.
- Seaholme Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program (DIP), 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 (2.0) 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 (2.0) F-10 EAL.
- Where possible, staff will participate in moderation involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum (2.0) Standards across the school.

## Reporting

Seaholme Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Seaholme 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 Seaholme Primary School 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.

- Seaholme 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).
- Seaholme 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.

## School reporting

Seaholme Primary School reports to the Department and the local community via their Annual Report to the School Community, providing a concise summary of the school's achievements and progress. Student learning outcomes data will be available on the State Register maintained by the Victorian Registration and Qualifications Authority and available on the school's website.

## System reporting

the Department reports Seaholme Primary School's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

**Note:** There may be specific instances where Seaholme Primary School decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

# CURRICULUM FRAMEWORK POLICY

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website communications platform (COMPASS)
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Included in parent handbook/manual
- Discussed at parent information sessions
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

## FURTHER INFORMATION AND RESOURCES

### Related School Policies and documents

- Attendance Policy
- Student Engagement and Wellbeing Policy
- Acceptable Use Agreement

This policy should be read alongside Seaholme Primary School's

- 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

The Department's Policy and Advisory Library (PAL):

- [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 \(including variation to hours\)](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
Approved by	Principal
Consultation (Not required)	Noting at School Council October 2025
Next scheduled review date	October 2028