



YWPS CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Yarraville West 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 year level and specialist area curriculum overviews.

OVERVIEW

Yarraville West 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.

Yarraville West 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](#)

School Vision

We share a commitment of high expectations by providing inclusive, engaging learning so all students reach their potential.

Our mission is to provide a comprehensive curriculum that is differentiated, supportive, creative and challenging for all students. Yarraville West Primary School is a dynamic learning community preparing our students to be life-long learners in the 21st century. Our philosophy is underpinned by the following beliefs and practices:

- All children can learn
- Learning outcomes will be maximised when children feel happy and safe at school
- Students must be encouraged to be active and self-directed in their learning



- Equity and our school values are profiled within all planning documents

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 the use 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

Yarraville West Primary School implements its curriculum including the subject areas of English, Mathematics, Humanities, The Arts, Science, Technologies, Health and Physical Education and Language - Italian. At Yarraville West Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 X 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 cohort and specialist area curriculum overviews.

Language provision

Yarraville West Primary School will deliver Italian as a Language, based on the needs of our school and community consultation prior to its implementation.

Pedagogy

The pedagogical approach at Yarraville West Primary School aligns with FISO 2.0. We utilise a cycle of learning that utilises a Guaranteed and Viable Curriculum to identify skills and knowledge essential for students to learn. This learning is assessed in a timely manner and that data is analysed to inform the learning sequence. Professional Learning Communities (PLCs) collaboratively plan engaging and rich learning tasks that are at each student's zone of proximal development supported by high impact teaching strategies. PLCs undertake a continuous cycle of planning, teaching and assessing until a high level of student mastery is attained. Upon the completion of the learning cycle PLCs evaluate the successful strategies and identify areas for future learning.

Assessment

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

Students at Yarraville West 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 Yarraville West 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 use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the School Assessment Schedule and then more specifically in subject planners and learning sequences. The assessments may include, but are not limited to, pre and post 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 eg. scaffolds, and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Yarraville West Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program, 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

Yarraville West Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Yarraville West Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the 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, to cater to our school community.

- Yarraville West 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, Science and other Curriculum Areas in accordance with delivery.

- Yarraville West Primary School will also elaborate the achievement using a learning scale against specific essential learnings in Literacy, Numeracy and specialist areas.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Opportunities to discuss the students' progress are provided twice-yearly, including 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
Whole school	<p>The school improvement team reviews whole school improvement data against our Annual Implementation Plan.</p> <p>Data sets used to evaluate this include, but are not limited to:</p> <ul style="list-style-type: none"> - NAPLAN - ATOSS - SSOS - PCGOS - Teacher Judgement - Attendance 	School Improvement Team	Semesterly
Curriculum Areas	<p>Curriculum Leaders review scope and sequence documentation in preparation for each semester.</p> <p>Data sets used to evaluate this include, but are not limited to:</p> <ul style="list-style-type: none"> - DIBELS - PAT Adaptive Reading and Maths 	Curriculum Leaders	Semesterly



	<ul style="list-style-type: none"> - Cohort based summative and formative data - LLARS - LETRS screeners - Maths Online - Department of Education Phonics Check 		
Year levels	PLCs, with the support of Curriculum Leaders, review both diagnostic assessment and school-based assessment outcomes to inform the sequence of learning and allocation of time for each learning area.	PLCs & Curriculum Leaders	Termly
Units and lessons	PLCs plan collaboratively for at least two hours per week using formative and summative PLC-created assessments to inform teaching and learning.	PLCs	Fortnightly or weekly (as appropriate)

Review of teaching practice

Yarraville West 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](#)
- [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - Cohort & Specialist Area Curriculum Overviews
 - Literacy and Numeracy Scope and Sequence Documentation
 - Unit planners

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Approved by	Karen Rush
Next scheduled review date	September 2029