



“We flourish as engaged bilingual global citizens who can face challenges as critical, creative thinkers. Our exemplary holistic education promotes a lifelong love of learning.”

CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Camberwell 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 yearly planner, year level term and unit planners and teachers’ weekly classroom or year level curriculum planning documents.

OVERVIEW

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

Camberwell 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 as 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](#)
 - [Languages Education](#)

At Camberwell Primary School we believe that access to quality education is a fundamental right and that all children are capable of learning. Our purpose is to equip students for life and for them to become active and engaged citizens. The ability to flourish and make a positive impact on the lives of others requires highly proficient, confident, engaged citizens who adaptively use the skills of creativity, innovation and critical thinking. Our bilingual learners inherently access rich intercultural understandings as well as sophisticated linguistic, metalinguistic and metacognitive skills where risk

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taking and problem solving will support them as they engage with their chosen forum. Our comprehensive bilingual curriculum is taught in an immersion environment where students learn curriculum areas are divided between English and French speaking classrooms. Mathematics, Science and French literacy are taught in the French language at all levels of the school while English literacy and the Humanities (through a whole school inquiry model) are taught in the English language. We use the Bilingual Approach when planning learning sequences and activities to ensure that the concepts and skills taught in each language support the learning in the other language. This approach is documented in our whole school annual planner, year level term and unit planners which include links to a wide range of educational resources designed to provide engaging and relevant learning experiences for our students. Homework is provided to reinforce classroom learning and students are assessed against the achievement standards in the Victorian Curriculum F-10.

IMPLEMENTATION

Camberwell Primary School implements its curriculum to provide rich and challenging bilingual learning experiences for all students.

All students undertake year-long programs in English, Mathematics and Physical Education

- All students undertake Visual Arts, Performing Arts and Science sessions each week
- All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business) through our inquiry units of work as outlined in the whole school annual planner
- All students undertake all technology disciplines (design and technologies, digital technologies) with the use of technology in the classroom and as part of the inquiry units of work
- All students participate in our bilingual French immersion program, with Mathematics taught daily and French literacy taught at least three times per week.

At Camberwell Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60-minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English literacy	50:50 immersion classes: 10x 60 min sessions per week 80:20 immersion classes: 5x 60 min sessions per week
Mathematics	50:50 5x 60 min sessions per week 80:20 7x 60 min sessions per week

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French literacy	50:50 immersion classes: 4x 60 min sessions per week 80:20 immersion classes: 6x 60 min sessions per week
Sciences	1x 60 min session per week
Visual Arts	1x 60 min session per week
Performing Arts	1x 60 min session per week
Health and physical education	1x 60 min specialist session plus 1x 60 min platoon sports session per week
Information and communication technology, and design and technology	Embedded in all areas of the curriculum.
Total	25x 60 minute sessions- 25 hours structured teaching and learning time

Language provision- Bilingual Immersion Program

Camberwell Primary School delivers a partial bilingual immersion program, with French as the target language. This program was established in 1991 and is considered to be a leading example of bilingual immersion education in Victoria. French was chosen as the target language as a strategy to enhance learning options and increase enrolments at a time when a local independent French school was closing.

Pedagogy

The pedagogical approach at Camberwell Primary School is defined by its highly effective, research based bilingual approach to teaching and learning. Using the High Impact Teaching Strategies outlined by DET, our teachers empower students as confident learners who can articulate what they are learning, why they are learning it and how they will know when they have been successful in their learning.

In French classrooms, teachers use proven strategies to support acquisition of the target language including explicit modelling of vocabulary, skills and concepts, gestures as well as visual cues to enable all students to access their learning. Teamwork is at the core of our CPS Bilingual Approach, with English and French teachers planning learning to enable links to be made across the languages supporting students’ understanding of both languages.

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At Camberwell Primary School we understand that students learn best when they feel safe, supported and challenged at their point of need. We are committed to working with students and parents/carers to tailor learning to meet the needs of individual students and strive to ensure that they experience success in their learning journey.

Assessment

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

Students at Camberwell 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 Camberwell 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 our Term and Weekly planners. 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.
- Camberwell 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

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Camberwell Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Camberwell 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 to cater to our school community.

- Camberwell 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).
- Camberwell Primary School will use a five-point scale rubric 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 \(FISO\)](#). 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	<ul style="list-style-type: none"> ● Semester review of summative student achievement data (e.g. PAT/ NAPLAN and teacher judgements) ● ongoing discussions 	<ul style="list-style-type: none"> ● School Leadership Team (Principal, Assistant Principals, Learning Specialists) ● School Improvement Team 	<ul style="list-style-type: none"> ● ongoing ● SIT meetings at least twice per term

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	<ul style="list-style-type: none"> twice termly School Improvement Team meetings 		
Curriculum Areas	<ul style="list-style-type: none"> SIT meetings School leadership team meetings Year level PLC meetings Year level planning days to review and audit curriculum and plan upcoming learning sequences. 	<ul style="list-style-type: none"> Leadership Team Learning Specialists (English, Mathematics & French) School Improvement Team (English, Mathematics, French & Wellbeing) Specialist Teachers: Physical Education, Performing Arts, Visual Arts, Science) 	<ul style="list-style-type: none"> SIT meetings twice per term Leadership meetings weekly PLC meetings weekly Planning days once per term
Year levels	<ul style="list-style-type: none"> ongoing team discussions during weekly planning sessions to review and modify planners throughout the term PLC meetings weekly to review student progress and determine pedagogical strategies to address areas of need team planners reviewed by Learning Specialists term overviews developed during planning days 	<ul style="list-style-type: none"> PLC Leaders Year Level Coordinators Learning Specialists School Leadership Team 	<ul style="list-style-type: none"> Weekly PLC meetings once per term planning days Year Level meetings 3 times per term ongoing review of planners
Units and lessons	<ul style="list-style-type: none"> Teacher reflections during weekly planning sessions and ongoing 	<ul style="list-style-type: none"> Classroom teachers PLC Leaders Learning Specialists 	<ul style="list-style-type: none"> weekly teacher planning time

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	<ul style="list-style-type: none"> • Instructional model reviewed by Learning Specialists, SIT and Leadership Team 	<ul style="list-style-type: none"> • School Leadership Team 	<ul style="list-style-type: none"> • termly planning days
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Review of teaching practice

Camberwell Primary School reviews teaching practice via:

- Professional Learning Communities (PLCs), 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

This policy was developed in consultation with the following topics in the Department’s Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)

This policy should be read alongside the following school documents:

- The CPS Whole School Annual Planner
- 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	May 2023
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Approved by	Principal
Next scheduled review date	2026

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