



Help for non-English speakers

If you need help to understand the information in this policy, please contact Kensington Primary School on 93766013 or www.kensingtonps.vic.edu.au

PURPOSE

The purpose of this framework is to outline Kensington Primary Schools'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

Kensington 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.

Kensington 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
- Developing a 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.

Kensington Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all their endeavours. Our broad curriculum is planned and taught sequentially. 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 that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

At Kensington Primary School, lesson time is structured into the weekly timetable, with 300 minutes (5 hours) of learning per day, broken into 5 x 60-minute sessions.

The creation of term-based timetables outlines the instruction time, specialist schedule and allocated planning time for teachers.

Unit planners provide further information on how our school implements and delivers the curriculum, including all learning areas and the capabilities at each year level.

English

English instruction focuses on reading, writing and the development of oral language skills (speaking and listening) and will be undertaken daily for all students. Literacy instruction at Kensington Primary School is predicated on evidence-based strategies, informed by evidence-based practices and underpinned by our knowledge-rich curriculum.

The timetable allows for dedicated 2-hour blocks for English every day.

Mathematics

Mathematics instruction focuses on the development of the four proficiencies (Understanding, Fluency, Problem Solving and Reasoning) applied across each of the three strands identified within the Victorian Curriculum (Number, Algebra, Measurement, Space, Statistic and Probability (commencing at Level 3)).

The timetable allows for a dedicated 1-hour block for Mathematics every day.

Humanities and Science

Core English and Mathematics skills are further applied through a knowledge focus in both the Humanities (History, Geography, Economics and Civics and Citizenship) as well as in Science.

Incorporated into these studies will be the four Capabilities: Critical and Creative Thinking, Ethical, Intercultural and Personal and Social.

Digital literacy is integrated across the curriculum to support the improvement of teaching and learning outcomes, adhering to DE School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's Digital technologies (Internet, social media and digital devices) policy.

Specialist Programs

Kensington Primary School's specialist program consists of Physical Education, Health and PE, Visual Arts, Performing Arts, Spanish as a language. The language of Spanish was chosen based on consultation with the community in 2021.

An indicative allocation per learning area is detailed below:

Domain	Minutes per week	
	Whole Year	1 semester
Mathematics	300	
English	600	
Health and Physical Education	120	
The Arts	60	60
Spanish Language		60
Big Question incorporating Humanities and Science	120-180	

PEDAGOGY

The pedagogical approach used at Kensington Primary School is the Gradual Release of Responsibility model, which aligns with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). This model places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment.

Teams plan in Professional Learning Communities (PLCs) to identify and break down barriers to learning to enable learning and help maximise the potential of student outcomes. Explicit teaching is a part of every lesson,

with evidence-based practice used. Teachers provide the necessary scaffolding to support all students within the classroom to ensure they are being taught at their point of need.

Teachers build professional skills and knowledge around curriculum, pedagogy and assessment to continuously enhance their practice and improve student learning. Developing expertise across those essential interrelated components builds practice excellence.

In addition to our Instructional Models, Kensington Primary School consistently maintains a calm, orderly classroom environment and manages classroom behaviour through the implementation of the school's agreed-upon School-Wide Positive Behaviour Support (SWPBS) framework practices.

ASSESSMENT

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

Students at Kensington 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 Kensington 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 Kensington Primary School Assessment Schedule. 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 and allow sufficient time for completion. Teachers will make differentiate the task to cater for students with additional learning needs.
- Kensington 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 work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

REPORTING

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

- Kensington 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).
- 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 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

The school's curriculum is continuously reviewed to ensure it aligns with and meets the requirements of the Victorian Curriculum F-10. The Assistant Principal- Curriculum and Innovation and PLC Leaders oversee this process. Whole-school curriculum documentation is reviewed and updated on an annual basis to support student needs.

Review of Teacher Practice Kensington Primary School reviews teaching practice annually:

- The Assistant Principal- Curriculum and Innovation will review and assess current Department of Education expectations and research,
- The Assistant Principal- Curriculum and Innovation and Educational Leaders who offer support and reflection through modelling, coaching, and mentoring in relation to planning, pedagogy instructional models, data, and evidence
- Professional Learning Teams, which link the learning needs of students with the professional learning and practice of teachers to provide an opportunity for teachers to collaboratively plan and evaluate the effect of instructional models and teaching strategies.
- Staff will review teaching practice, including Kensington Primary School's Instructional Model through a feedback process that involves all staff and key stakeholders.
- The Performance Development or Statement of Expectation cycle provide 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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - whole school curriculum plan

- teaching and learning program for each Specialist learning area
- teaching and learning program for each year level

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Endorsed by	Principal
Next scheduled review date	May 2029