

# CURRICULUM FRAMEWORK



ASCOT VALE PRIMARY SCHOOL  
No. 2608

## PURPOSE

The purpose of this framework is to outline Ascot Vale PS' 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 curriculum plans.

## OVERVIEW

Ascot Vale PS 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.

Ascot Vale PS 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](#)

Ascot Vale Primary School is dedicated to fostering a vibrant, inclusive and supportive learning community where diversity is embraced and celebrated. We provide high-quality teaching and learning in a multi-age classroom environment, guided by our values of Respect, Responsibility, Excellence, Empathy and Gratitude. Our students are empowered to become independent, passionate and confident learners who embrace the joy of learning and make positive contributions to the world around them.

Our innovative curriculum and culture of collaboration and friendship ensure a stimulating environment that challenges and engages every student. We are committed to maximising growth in literacy and numeracy, while also nurturing wellbeing, resilience and student voice. Through

personalised and evidence-based teaching, our students develop the knowledge, skills and behaviours to become valuable and valued members of society.

At Ascot Vale Primary School, our curriculum is designed to spark curiosity, encourage perseverance, and promote ownership of learning. Students are supported to set challenging goals, reflect on their progress, and take responsibility for their learning journey. We integrate a wide range of resources and technologies, build strong partnerships with families, and celebrate student achievements across academic, creative, physical and social domains.

Together, we cultivate lifelong learners who are equipped with the confidence, skills and compassion to positively shape their world.

## IMPLEMENTATION

Ascot Vale PS implements its curriculum that is built on the Victorian Curriculum and delivered in a multi-age classroom setting that values collaboration and student agency. Our core curriculum places a strong emphasis on literacy and numeracy, ensuring every student experiences challenge, growth, and success in these foundational areas.

In addition to our core learning program, students engage in a rich range of specialist subjects designed to foster creativity, curiosity, and wellbeing. These include Physical Education, The Arts, Japanese, and Science/Technology, which provide opportunities for students to explore their interests, develop new skills, and apply their learning in meaningful contexts.

At Ascot Vale PS class time is structured into a weekly timetable, with 5 hours of classroom learning per day, broken into 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 curriculum plans.

### Language provision

Ascot Vale PS will deliver Japanese as a Language, because it provides rich opportunities for students to develop essential communication skills, intercultural understanding, and global awareness. Japanese is one of Australia's priority languages, reflecting the close economic, cultural, and historical ties between Australia and Japan. By learning Japanese, our students are better prepared to participate in an increasingly interconnected world.

### Pedagogy

The pedagogical approach at Ascot Vale PS is that our teaching and learning is guided by the Gradual Release of Responsibility model, ensuring that students are supported to become independent, confident and resilient learners. We believe that all students can learn when provided with explicit teaching, scaffolded practice, and opportunities for ownership and reflection.

Teachers use high impact teaching strategies (HITS) across the school, including goal setting, explicit teaching, worked examples, feedback, questioning, collaborative learning, and differentiated challenge. These strategies are adapted for both whole-school consistency and subject-specific needs, ensuring that every learner is engaged and extended.

Aligned with VTLM 2.0, our pedagogical approach balances the elements of teaching and learning:

- Teaching elements include clearly articulated learning intentions and success criteria, explicit modelling of skills and thinking, scaffolding through guided practice, and providing timely

and constructive feedback. Teachers use data and evidence to target instruction and adapt practice to meet diverse learner needs.

- Learning elements emphasise student engagement, active participation, self-regulation, and perseverance. Students are supported to set and monitor their own goals, reflect on progress, and take increasing responsibility for their learning as they move through the stages of the GRR model (“I do, We do, You do together, You do alone”).

Through this approach, we create a collaborative and inclusive learning environment that supports students to master core knowledge and skills, while also fostering curiosity, agency and creativity. By embedding evidence-based practices within the GRR framework, we ensure that every student has the opportunity to experience challenge, achieve success, and develop the capabilities needed for lifelong learning.

### **Assessment**

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

Students at Ascot Vale PS 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 Ascot Vale PS 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 keeping students and parents informed of progress.
- Teachers use a variety of assessment strategies to gather evidence of student achievement. These agreed processes and tasks are documented in team planning documents. Assessments may include, but are not limited to, tests, assignments, projects, portfolios, performances, discussions, or student–teacher conferences.
- Assessment tasks are designed to support students to demonstrate their knowledge, skills and understandings. They include clear instructions, relevant supporting documents (such as scaffolds and planning templates), and allow sufficient time for completion. Teachers will modify tasks where necessary to cater for students with additional learning needs.
- Ascot Vale PS 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, outside agencies.
- Teachers assess the progress of students with disabilities and impairments in the context of the Victorian Curriculum, and use the Towards Foundation Level Victorian Curriculum where applicable.
- The English language proficiency of students learning English as an Additional Language (EAL) will be assessed using the Victorian Curriculum F–10 EAL.

- Where possible, staff will participate in moderation of assessment tasks, using rubrics and work samples so that consistent judgements of student progress against the Victorian Curriculum standards are applied across the school.

## Reporting

Ascot Vale PS reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Ascot Vale PS 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.

Ascot Vale Primary School implements the Reporting Student Achievement and Progress Foundation to 10 Policy by providing parents and carers with clear, comprehensive and timely information about their child’s learning. In line with Department requirements, the school reports student achievement against the Victorian Curriculum F–10 standards twice yearly through written reports that describe progress, areas for growth, and next steps for learning.

In addition to reporting on curriculum achievement, we also communicate each student’s learning behaviours and their demonstration of the school’s values (Respect, Responsibility, Excellence, Empathy and Gratitude) twice yearly. This supports families to understand not only what their child is achieving academically, but also how they are approaching their learning and contributing to our school community.

The school further provides opportunities for parent–teacher–student conferences (including Student-Led Conferences where appropriate) to discuss progress, strengths and goals. Parents and carers are encouraged to meet with classroom teachers and, where relevant, school leaders to seek clarification, share insights, and partner in supporting their child’s learning.

Parents and carers are always welcome to request a meeting with teachers or school leaders to discuss their child’s achievement at any point during the year, beyond formal reporting periods. This ensures that reporting is not a single event, but part of an ongoing dialogue between families, students, and the school.

## 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	Annual review of the school curriculum plan against the Victorian Curriculum and School Strategic Plan. Data includes NAPLAN, School Staff Survey, Student Attitudes to School Survey, Parent Opinion Survey, whole-school moderation, and teacher judgments.	Principal, Assistant Principal, School Improvement Team (SIT).	Annual (Term 4), with mid-year monitoring.

<b>Curriculum Areas</b>	Review of scope and sequence documents, assessment schedules, and planning templates. Evidence includes CATs, moderation, student work samples, and teacher reflections. Adjustments made to curriculum design and pedagogy.	Leading Teachers, Curriculum Leaders, SIT members, PLC facilitators.	Annually, with progress checks each semester.
<b>Year levels</b>	PLC teams review student progress against Victorian Curriculum standards. Data sources include CATs, running records, formative assessments, student conferencing, and teacher judgments. Focus on differentiation, intervention, and enrichment.	PLC leaders, year-level teams, supported by AP and Leading Teachers.	Weekly PLC meetings, formal review each term.
<b>Units and lessons</b>	Teachers use formative assessment, exit tickets, student feedback, and work samples to evaluate the effectiveness of lessons and units. Reflections documented and adjustments made in real time.	Classroom teachers, with feedback from PLCs and Leading Teachers.	Continuous, with unit reflections at the end of each cycle/term.

### Review of teaching practice

Ascot Vale PS 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.

### 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 can be read alongside the school's curriculum planning documents.

### POLICY REVIEW AND APPROVAL

Policy last reviewed	2/09/2025
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Approved by	Acting Principal – Ben Kline
Next scheduled review date	2028