

CURRICULUM FRAMEWORK

Patterson Lakes Primary School



Help for non-English speakers

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

PURPOSE

The purpose of this framework is to outline Patterson Lakes 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, Integrated Curriculum Outline, Year Level Overviews and our weekly to daily curriculum lesson planners.

OVERVIEW

Patterson Lakes 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.

Patterson Lakes 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](#)
 - [Holocaust Education – Delivery Requirements](#)



PATTERSON LAKES PRIMARY SCHOOL

No. 5190

Gladesville Boulevard Patterson Lakes 3197

Phone 9772 4011

Email: patterson.lakes.ps@education.vic.gov.au

P.O. Box 330, Patterson Lakes, 3197

Principal: Jarrod Bainbridge

Website: <http://www.patterson-lakes-ps.vic.edu.au>

Patterson Lakes Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. This commitment is shared with our community, and together we strive to create an inclusive and safe school environment in which our students grow and thrive.

At Patterson Lakes Primary School our Integrated Curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. We strongly champion fostering connections between students, families, community and within and beyond our local area. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning, and exposes them to rich experiences across all learning areas.

Our innovative 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.

To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that reinforces positive learning habits and undertake a range of student assessment and reporting activities that support student outcomes.

IMPLEMENTATION

Patterson Lakes Primary School implements its curriculum within a weekly timetable incorporating:

- English
- Mathematics
- Humanities
- STEAM
- Health and Physical Education
- Visual Arts
- Performing Arts
- Chinese (Mandarin)

At Patterson Lakes Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 50-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 Termly, Weekly and Daily curriculum plans.

Year Level Teams ensure scope and sequence and curriculum coverage is monitored across the school. These teams are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies, which includes history, geography, digital and design technologies, civics and citizenship, health and science.

Specialist programs from Foundation to Year 6 are delivered for STEAM, Physical Education, Visual Arts and Performing Arts



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The **Language Program** delivered at our school is Chinese (Mandarin), based on community interest and providing opportunities for novel and engaging experiences for our students.

Additional intervention programs that cater for academic needs outside of the classroom include, but are not limited to, MiniLit, MacqLit and Numeracy, Cooking Club and others, as required by students' emergent needs.

The school's **Professional Learning Communities (PLCs)** focus on data and curriculum, engaging in an inquiry process to share and develop practice and improve student outcomes.

The **Pedagogical Approach** at Patterson Lakes Primary School is based on the Department of Education's Victorian and Teaching Learning Model 2.0. Using a Gradual Release of Responsibility Model, students are explicitly taught how to achieve success, responsibility for performance is passed gradually from teacher to student, where the student can achieve independent success across a sequenced unit of work.

Assessment

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

Students at Patterson Lakes 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.

At Patterson Lakes Primary School, and in accordance with the VTLM 2.0, Assessment is a part of teaching, checks for understanding before, during and after teaching ensure students are supported at all stages of learning, clearly understanding what is expected of them, and what they need to do in order to achieve success.

- Teachers at Patterson Lakes 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 the Subject Unit Designs and Learning Sequences. 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.
- Patterson Lakes 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



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‘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

Patterson Lakes Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Patterson Lakes 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 Patterson Lakes Primary School there are four opportunities provided for formal reporting to parents:

- Getting to Know You Information Sessions
- Term 2 Semester Report
- Parent/Teacher/Student Conferences
- Term 4 Semester Report

Semester Reports are provided via Compass twice a year, with student achievement and progress reported against the Victorian Curriculum F-10 Achievement Standards.

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.

- Patterson Lakes 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).
- Patterson Lakes 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.

CURRICULUM AND TEACHING PRACTICE REVIEW



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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

In November of each school year, the School Improvement Team supports Year Level Teams to review, evaluate and adjust their curriculum design and sequence for the subsequent Year. This will include the implementation of any addition initiatives, programs and curriculum adjustments recommended by the Department of Education, as appropriate.

Review of Teaching Practice

Patterson Lakes 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.
- Peer Observation and Coaching processes, which support the sharing, reflection and development of evidence-based teaching practices, and contribute to our highly collaborative and performing environment.

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 the following school planning documents (located internally):
 - 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.



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POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Approved by	Principal
Next scheduled review date	June 2030