



Help for non-English Speakers

If you need help to understand the information in this policy, please contact Keysborough Primary School on 03 9798 4764.

PURPOSE

The purpose of this framework is to outline Keysborough 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, curriculum map and year level teaching and learning units.

OVERVIEW

Keysborough 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.

Keysborough 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](#)

At Keysborough Primary School, our philosophy is anchored in the vision of "Future making for every student," a commitment that drives a curriculum designed to ensure every learner is strongly literate, numerate, and equipped with essential 21st-century skills. We believe that education should empower students to thrive by developing a strong moral compass, resilience, and a clear sense of identity, while fostering a deep connection to their community and a commitment to improving the world around them. This vision is activated through robust school-wide assessment processes that inform our teaching and a dedicated Literacy and Numeracy Early Intervention Program, ensuring targeted support is provided at every stage of a child's development, particularly catering to our high EAL/D cohort of families and their children.

Underpinning this academic rigour is our School-Wide Positive Behaviour Support framework, where the values of being respectful, being safe, and being a learner are deeply embedded across all classrooms. By integrating these strong protocols for learning and wellbeing, we create a nurturing environment where creativity and curiosity become enduring features of our students' lives, enabling them to lead worthy, purposeful, and connected futures.

IMPLEMENTATION

Keysborough Primary School implements its curriculum and teaching and learning programs to meet the diverse needs of our students, ensuring they develop the essential skills, knowledge, and dispositions required to thrive in a rapidly changing global society.

We deliver a balanced curriculum aligned with Victorian Curriculum F-10 standards, prioritising high-level literacy in English through a focus on reading, writing, speaking, and listening. Our Mathematics program builds fluency, logical reasoning, and problem-solving skills, emphasising the practical application of concepts in real-world contexts. In Science, we foster curiosity through inquiry-based learning and experimentation, while Humanities encourages students to explore history, geography, and civics to develop a deep sense of social responsibility.

We celebrate creativity through The Arts, allowing students to express themselves and innovate, and promote physical literacy and holistic wellbeing through our Physical Education and Health programs. To prepare students for the future, our Digital Technologies curriculum engages them in computational thinking and the ethical use of technology. Furthermore, we recognise the significance of our place in the world through a dedicated Mandarin language program and a commitment to engaging with Asia, fostering deep intercultural understanding.

At Keysborough Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60-minute sessions across English, Mathematics, Humanities, Science, The Arts, Physical Education, Digital Technologies and Engage with Asia (Mandarin)

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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 whole school curriculum map and year level teaching and learning units.

LANGUAGE PROVISION

Keysborough Primary School will deliver Mandarin as a Language, based on the outcome of our 2022 school review and parent and guardian feedback.

PEDAGOGY

The pedagogical approach at Keysborough Primary School follows our Keysborough Primary School Instructional Model which is fully aligned to the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and Positive Classroom Management Strategies (PCMs).

In practice, this means our teachers provide clear, direct instruction by breaking down new information into manageable "chunks" to support working memory and long-term retention. We support students through the "I do, we do, you do" model, where explicit teaching and modelling is followed by scaffolded practice and checks for understanding. To enable learning for all, we create inclusive, high-expectation environments that supports student self-regulation and use multi-tiered systems of support (MTSS) to meet diverse needs.

ASSESSMENT

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

Students at Keysborough 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 Keysborough 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 school assessment schedule. The assessments may include, but are not limited to, Digital Assessment Library tests for pre and post assessments, English screeners (InitialLit, DIBELS) and reviews projects and discussions or student-teacher conferences.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and 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.
- Keysborough Primary School develops Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Disability Inclusion, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies. As well as children reading 12 months or more below the expected level of achievement, this in support of our high EAL/D cohort of children.
- Keysborough Primary School offers a dedicated Literacy and Numeracy Early Intervention program in English and Mathematics to provide Tier 2 intervention to students tagged by the Department in years 4-6 using NAPLAN data as well as students in years 1-3 using school based assessment tools InitialLit screeners and Dibles data.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL until the student demonstrates proficiency across all Victorian Curriculum 2.0 English Strands-Language, Literature and Literacy.
- Staff participate in moderation of assessment tasks involving examples of assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

REPORTING

Keysborough Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Keysborough 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 Keysborough Primary School the academic reports will be in a written format easy for parents/carers to understand and will be accessible in digital form (SENTRAL) with the option to translate text from English to another language, to cater to our school community.

- Keysborough 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 mid-year, 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 \(FISO 2.0\)](#). 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	Whole school curriculum is reviewed annually with updates based on VCAA guidelines.	Leadership Curriculum leaders	Once per year
Curriculum Areas	PLCs review and update year level curriculum maps once per year in line with subject content and Victorian Lesson Plan scope and sequences.	Leadership Curriculum leaders-Maths & English PLC leaders	Once per year
Year Levels	Teaching and learning units (TLUs) and curriculum maps are reviewed and updated termly in planning days and monitored in non-face to face planning times. Staff use Victorian Lesson Plan retrieval tools and assessment tools to gauge effectiveness of planning, lesson sequence and delivery.	Teaching staff PLC leaders Leadership team	Termly
Units and Lessons	Staff conduct reviews of lesson units at the completion of each unit plan. (two big ideas per term) using student data form formative and summative assessments.	Teaching staff PLC leaders Leadership team	2-3 times per term.

REVIEW OF TEACHING PRACTICE

Keysborough 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 (Statement of Expectation), 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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

KPS Policy Documents on Website:

<https://www.keysboroughps.vic.edu.au/page/226/School-Policies>

- This policy should be read alongside:
- Whole school curriculum map-English

https://drive.google.com/drive/folders/1IJGaAsTVWyMR_o0lhZh3treb2U0V-Yz6?usp=drive_link

- Whole school curriculum map-Mathematics

https://drive.google.com/drive/folders/12fh3Sds4rQN6RrulBoWdocdS8_aUipse?usp=drive_link

- Year level Victorian curriculum plan-Humanities/Science/Capabilities

<https://docs.google.com/spreadsheets/d/1sMLBrN6rlx46-ft0oy2QtT4JwoBoSYNY/edit?gid=273780046#gid=273780046>

- Year level (Foundation-Year 6) Teaching & Learning Units

https://drive.google.com/drive/folders/1SELjOgQBL8ESnvHAPpVyUEN_mIAiqHE3?usp=drive_link

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	4th June, 2026
Approved By	Principal on 4th June, 2026
Next Scheduled Review Date	30th June, 2029