

# CURRICULUM FRAMEWORK

---



## HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Saltwater P-9 College on 03 8366 7700 or [saltwater.p9.co@education.vic.gov.au](mailto:saltwater.p9.co@education.vic.gov.au).

### PURPOSE

The purpose of this framework is to outline Saltwater P-9 College'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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school year level and unit curriculum plans.

### OVERVIEW

Saltwater P-9 College 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.

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and distribution of facilities and resources.

Saltwater College encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, differentiated, broad-based and inclusive curriculum, based on the Victorian Curriculum.

Saltwater P-9 College 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](#)
  - [Languages Education](#)
  - [Holocaust Education – Delivery Requirements](#)

## AIM

Saltwater College aims to allow every student the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

At Saltwater College, we will:

- recognise and respond to diverse student needs when developing its curriculum programs.
- comply with all Department of Education and Training (DE) guidelines about the length of student instruction time required in Victorian schools.
- offer a broad range of programs based on Victorian Curriculum 2 Learning Areas and Capabilities to meet the demands of students from Foundation to Year 9.
- provide diverse curriculum programs that enhance learning and engagement for all students and cater for their individual needs.
- ensure all students are challenged and are working within their Zone of Proximal Development.
- ensure transition into primary school and into secondary are considered.
- resource teaching and learning programs through Program Budgets.
- develop curriculum plans and scope and sequence documents to map out our curriculum structure.

## IMPLEMENTATION

Saltwater College will:

- provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English, including cultural perspectives
- provide a Specialist curriculum that is delivered by teachers qualified in the relevant areas

- identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- comply with all DE guidelines about the length and allocation of student instruction time required in Victorian Schools.
- have a strong emphasis on building teacher capacity. All teachers will be part of a rigorous Professional Learning model that will align with the School Strategic Plan and Annual Implementation Plan. The school targets will be used to set the direction of the school. This will be supported by a Professional Learning Community approach to teacher collaboration.
- review and improve teacher practice through differentiated professional learning, coaching, direct observation and PDP conversations and documentation, and a prescriptive PLC approach.
- plan in PLTs directly related to student goals and school targets.
- offer a broad offering of programs to meet the demands of students. The Victorian Curriculum 2 in conjunction with the International Baccalaureate's Primary Programme will be implemented from Years Prep to Year 9 at our school.
- place a high priority on the teaching of Physical and Sport Education, LOTE and the ARTS.
- offer curriculum programs that are designed to enhance effective learning.
- offer teaching and learning programs that are resourced through Program Budgets.
- determine the curriculum program for each year based on student demand and the need to maintain balance and a broad provision of subject choices.
- seek input from the relevant staff in the curriculum area when determining programs for the following school year.
- use the Victorian Curriculum 2 and the Primary Years Programme as a framework for curriculum delivery.
- produce implementation, assessment criteria and planning documentation proformas that reflect the Victorian Curriculum 2.
- integrate Information and Communications Technology (ICT) across the curriculum to support the improvement of teaching and learning outcomes in students.
- track whole school data in line with goals and targets set in the Strategic Plan and AIP and identify potential curriculum areas that require focus.
- A range of formative and summative assessment data will be used.
- data analysed will include, but is not limited to, NAPLAN, school-based testing, and teacher judgments based on Victorian Curriculum 2. achievement standards.
- student learning outcomes data will be reported in the Annual Report to the School Community provided to the Education Department, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

#### Each PLT will

- plan based on Victorian Curriculum 2 framework for curriculum development and delivery at years Prep to 9 in accordance with DE policy and guidelines.
- determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- audit the curriculum of a particular program to ensure required domains, dimensions and strands of the Victorian Curriculum are being addressed. This audit will inform future curriculum planning.
- use technology while integrating it across the curriculum to support the enhancement of teaching and learning outcomes.

## 1. Language provision

Saltwater P-9 College will deliver Spanish and Mandarin as Languages, based on School Council decision.

## 2. Pedagogy

The pedagogical approach at Saltwater P-9 College is one where every student is valued and empowered to achieve their personal best through a consistent, evidence-informed approach to teaching and learning. Grounded in the Framework for Improving Student Outcomes (FISO 2.0) and guided by the principles of the International Baccalaureate (IB), our pedagogical approach prioritises excellence, equity, and engagement for all learners.

We believe that all students can learn and achieve growth when teaching is purposeful, rigorous, and responsive. To ensure this, we implement a shared instructional model across the school that is structured, consistent, and aligned with the VTLM2 and High Impact Teaching Strategies (HITS). These common strategies include:

- **Setting clear learning intentions and success criteria** to focus student effort and clarify expectations
- **Explicit teaching** to model concepts, skills, and cognitive strategies
- **Worked examples and scaffolding** to support the gradual release of responsibility
- **Feedback** that is timely, specific, and used to move learning forward
- **Questioning** to check for understanding, stimulate thinking, and promote inquiry
- **Differentiation** to ensure all students can access the curriculum at their point of need
- **Goal setting and reflection** to foster student ownership of learning and build metacognitive skills

Within subject areas, teachers implement discipline-specific strategies that foster deep understanding, skill development, and real-world application. In literacy, this includes systematic phonics, guided reading, and text analysis. In numeracy, we utilise explicit instruction in mathematical concepts, problem-solving routines, and hands-on learning. Across all subjects, students engage in rich tasks, collaborative learning, and opportunities to transfer knowledge between disciplines.

As an IB World School, our teaching is also guided by the IB learner profile and inquiry-based approach. Students are encouraged to be curious, critical, and globally minded. Units of inquiry are designed to connect learning to real-world contexts, foster international-mindedness, and promote student voice and agency.

Professional collaboration and collective efficacy underpin our success. Teachers work in Professional Learning Teams (PLTs) to analyse data, plan curriculum, and evaluate impact. This cycle of continuous improvement ensures that teaching is responsive and aligned with both student needs and system priorities.

## 3. Assessment

Saltwater P-9 College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Saltwater P-9 College 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 will report to parents against Victorian Curriculum 2 achievement standards twice yearly.

- Teachers will assess in line with the school's Assessment Schedule to ensure data can be tracked.
- Teachers, in conjunction with the Principal and Assistant Principals, will critically and collaboratively reflect upon curriculum delivery to ensure the Learning Areas and Victorian Curriculum 2 are being covered to inform future curriculum planning.
- Whole school data (growth) will be tracked to identify potential curriculum areas that require focus by the Leadership Team, for Annual Planning and Strategic Planning and in establishing meeting schedules.
- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the School Council.

#### 4. Reporting

Saltwater P-9 College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Saltwater P-9 College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout each semester, including through twice-annual formal reporting.

At Saltwater P-9 College progress reports are issued to parents in both terms 2 and 4. Parent/Teacher and student Three Way Conferences are conducted in terms 2 and 4 where parents are invited to discuss their child's progress and share in the celebration of learning, by making an appointment with their teacher, in accordance with the [Reporting Student Achievement and Progress Foundation to 10](#) policy.

The progress 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.

- Saltwater P-9 College will report directly against the Victorian [Curriculum F-10 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).
- Saltwater P-9 College 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.

#### 5. 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
<b>Whole school</b>	Assistant Principals and SIT teams	APs	Yearly
<b>Curriculum Areas</b>	Literacy Numeracy IB PYP	APS	Yearly
<b>Year levels</b>	Each PLT	Leading Teacher	Yearly
<b>Units and lessons</b>	Each PLT	Leading Teacher	Yearly

### **Review of teaching practice**

- Professional Learning Teams, 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.

## **COMMUNICATION**

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

## **FURTHER INFORMATION AND RESOURCES**

This policy should be read in conjunction with the following policies on the Department’s Policy and Advisory Library (PAL):

- [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:

- whole school curriculum plan
- teaching and learning program for each year level
- unit plans/sequence of lessons.

## **POLICY REVIEW AND APPROVAL**

Policy last reviewed	May 2025
Approved by	Jackie Daniali Principal
Next scheduled review date	Before May 2029

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan – Including Time Allocation

## APPENDIX A: TIME ALLOCATIONS- YEARS P-6

The timetable is structured around 25 teaching hours per week. With a 2-hour literacy block every day and a minimum of 5 hours per week for mathematics. An integrated studies approach will be used which will link across strands and domains to provide learning flexibility for every student.

<b>PRIMARY YEARS P-6 DISCIPLINE BASED LEARNING</b>	
Domain	Hours per Week
English / Literacy	10
Mathematics	5
Science	2
LOTE	1
Arts – Art and Music	1
Health & Physical Education (including Sport)	2
ICT (including Robotics)	1
Integrated Studies – Civics & Citizenship, Critical and Creative Thinking, Ethical capability, Intercultural capability, Personal and social capability and Humanities, Respectful Relationships.	4
<b>Total</b>	<b>25</b>

<b>SECONDARY YEARS 3-9 DISCIPLINE BASED LEARNING</b>	
Domain	Hours per Week
English	5
Mathematics	5
Science	3
Humanities	3
Health/PE	2
Mandarin	1
Arts (electives)	2
Technologies (technologies)	2
Respectful Relationships	1
Enrichment Elective	1
<b>Total</b>	<b>25</b>

## Timetables

We operate three timetables in the Primary School and one timetable in the Secondary School.

### Primary TIMETABLE A

<b>START</b>	8:30 AM
<b>RECESS</b>	10:30 – 10:50 AM
<b>LUNCH</b>	12:50 – 1:50 PM
<b>DISMISSAL</b>	2:50 PM

### Primary TIMETABLE A

<b>START</b>	8:30 AM
<b>RECESS</b>	9:30 – 9:50 AM
<b>LUNCH</b>	11:30 – 12:30 PM
<b>DISMISSAL</b>	2:50 PM

### Primary TIMETABLE A

<b>START</b>	8:30 AM
<b>RECESS</b>	10:00 - 10:20 AM
<b>LUNCH</b>	11:50 - 12:50 PM
<b>DISMISSAL</b>	2:50 PM

### Secondary School Timetable

<b>START</b>	8:45 AM
<b>RECESS</b>	11:0 AM– 11:40 AM
<b>LUNCH</b>	1:40 – 2:10 PM
<b>DISMISSAL</b>	3:10 PM