



Amphitheatre Primary School

Curriculum Framework

PURPOSE

The purpose of this framework is to outline Amphitheatre 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 of student performance, and when and how we report to parents.

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

OVERVIEW

Amphitheatre 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.

Amphitheatre 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](#)
 - [Languages Education](#)

Amphitheatre Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

POLICY

Amphitheatre Primary School implements its curriculum to provide a rich, diverse and wide curriculum.

- *All students undertake year-long programs in English, Mathematics and Physical Education*
- *All students undertake science*
- *All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business), with history as a core semester learning program and elective options across the humanities.*
- *All students undertake at least one Arts discipline*
- *All students undertake all technology disciplines (design and technologies, digital technologies)*
- *All students undertake a language (Japanese)*

At Amphitheatre Primary School, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 3 x 60-minute sessions, 1 x 30 minute session and 1 x 90 minute session. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	600
Mathematics	300
Sciences	60
The arts	60
Health and physical education	120
Languages	45
Health and Physical Education	120
Information and communication technology, and design and technology	90
Total	1395

Language provision

Amphitheatre Primary School will deliver Japanese as a Language, based on our decision as the Pyrenees Cluster.

Pedagogy

The pedagogical approach at Amphitheatre Primary School is that all sessions start as a whole group with a hook or focus. Students then complete differentiated tasks while the teacher focuses on working with a particular student or group of students.

Assessment

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

Students at Amphitheatre 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.

Amphitheatre Primary School has an Annual Assessment Schedule in place that supports teachers. The Annual Assessment Schedule uses a combination of formative and summative assessments. [Assessment of Student Achievement and Progress Foundation to 10](#)

- *Teachers at Amphitheatre 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.*
- *Amphitheatre 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 assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.*

Reporting

Amphitheatre Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Amphitheatre 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 Amphitheatre Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child’s progress by making an appointment with their teacher. Students also receive a written Semester 1 and Semester 2 report.

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.

- Amphitheatre Primary School 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).*
- Amphitheatre Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Layer of review/planning	Process and data used [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school			
Curriculum Areas			
Year levels			
Units and lessons			

Professional Learning Communities (PLC)

Amphitheatre Primary School uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Amphitheatre Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

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 \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	02/12/2022
Approved by	Principal
Next scheduled review date	Before December 2026