

1.0 PURPOSE

The purpose of this framework is to outline Marlborough 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 scope and sequences, unit and weekly curriculum plans.

2.0 OVERVIEW

Marlborough Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and dispositions needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Marlborough 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](#)

Marlborough Primary School is committed to providing a safe, supportive, and inclusive environment for all students, staff and members of our community in our pursuit of attaining educational excellence for all. Marlborough Primary School acknowledges that education is a team sport. As such we aim to engage all teachers, students and families in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students.

Our innovative curriculum and culture of high expectations create a stimulating environment that engages and challenges students to achieve educational excellence. The curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking, social and emotional skills and foster engagement with the wider community. To support the delivery of curriculum at Marlborough Primary School we access and select a wide range of suitable educational research and resources and undertake a range of student assessment and reporting activities.

3.0 IMPLEMENTATION

Marlborough Primary School uses the Victorian Curriculum, to develop and provide education programs that are meaningful for students. The curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, how teachers and classes are organised and decisions on the need for and the use of facilities and resources.

The Curriculum will allow every Marlborough Primary School student the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values on which further learning adult life can be built
- 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.

Teaching staff at Marlborough Primary School will ensure that the curriculum meets the minimum standards with:

- a time allocation per each of the eight learning areas as defined by the Victorian Curriculum (see [MPS Whole School Victorian Curriculum Alignment F - 6](#)).
- an explanation of how curriculum and teaching practice will be reviewed (statement is at 3.4 of this Guide)
- an outline of how the school will deliver its curriculum - found in the Marlborough Primary School scope and sequence documents, unit plans and weekly planners.
- a whole school sequential and scaffolded curriculum.
- a documented strategy to improve student learning outcomes (found within the School Strategic Plan and AIP).

Marlborough Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, 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, unit, and weekly lesson curriculum plans.

4.0 PEDAGOGY

Teachers at Marlborough Primary School are committed to explicit and responsive instruction using the Gradual Release of Responsibility as our instructional model. Our approach to instruction across the school is flexible but is underpinned by 3 guiding principles:

- We establish the conditions for learning. Every child has the right to learn in a calm and ordered learning environment. We establish clear routines to minimise disruption and maximise instructional time.
- We build knowledge and secure success. We teach a knowledge-rich curriculum and equip all students with the solid foundations of literacy and numeracy.
- We promote autonomy and self-regulated learning. We encourage students to be active participants in learning because their learning goals ultimately belong to them.

4.1 Integrated Studies

Marlborough Primary School implements an 'integrated curriculum' approach when designing Inquiry units. Inquiry refers to the structured organisation of teaching and learning experiences whereby significant content, across and within learning areas is selected to develop students' understanding and knowledge of the world.

Inquiry incorporates the essential skills and understandings in the areas of The Arts, Health, Humanities, Science, Technologies, and Intercultural and Ethical Capabilities.

Students develop important understandings, concepts, values and skills that apply across and beyond the traditional constraints of individual learning areas. Students are actively involved in the construction of their knowledge through deep engagement in the learning process.

Units of work within the Inquiry are integrated into learning in English and Mathematics. Specifically, in English, mentor texts are selected to support and extend students' knowledge of the world around them in line with Inquiry units.

At Marlborough Primary School, Inquiry operates on a two year rotation. Each Unit level will explore at least four topics each year. Usually this would be structured with one topic per term (see curriculum mapping).

4.2 English (see [MPS English F – 6](#))

At Marlborough Primary School, English is taught in a knowledge-, language-, and text-rich environment. Through the English curriculum, our focus is to develop students' speaking, listening, reading, writing, and thinking skills.

Because literacy forms an essential foundation for all learning, we place a strong focus in the early years on explicit, systematic instruction in core literacy skills. These include word-level reading, word-level spelling, oral reading fluency, handwriting, sentence-level writing, and academic talk. As students progress through the year levels, they apply, develop and build on these essential skills in increasingly sophisticated ways.

At Marlborough Primary School, students engage in approximately 10 hours of English instruction per week. Instruction focuses on developing essential literacy skills, knowledge of reading and writing, knowledge for reading and writing, and building a love of learning, language, and literature.

4.3 Mathematics

We support all students to achieve a high standard of proficiency in Mathematics. Our comprehensive curriculum is organised by six interrelated strands – Number, Algebra, Measurement, Space, Statistics and Probability (commencing at Level 3).

Mathematics at Marlborough Primary School responds to the diversity of students in the mathematics classroom by connecting familiar experiences and objects in students' lives. Familiar objects and situations add meaning to any mathematics exploration and help all students understand and use what they have learnt.

Learning in Mathematics emphasises the importance of providing opportunities for students to develop proficiency in mathematics. This development of proficiency is achieved in how content is explored or developed, that is, how students experience the thinking and doing of mathematics. The proficiencies of Understanding, Fluency, Reasoning and Problem-solving are embedded in all 6 strands and further the development of increasingly sophisticated knowledge and understanding of mathematical concepts, fluency in representations and procedures, and sound mathematical reasoning and problem-solving skills.

4.4 Health and Physical Education

Following DE policy, Marlborough Primary School will mandate the following times to Physical Education and Sports:

- F – 2: 1-hour specialist Physical Education session each week.
- Years 3 - 6: 2 hours per week, with a 1-hour session for Physical Education each week with a specialist PE teacher and an additional hour of sport with classroom teachers.
- Students participate in sports events such as winter school sports, athletics, cross country and swimming carnival.
- The swimming program will run once per year for each year level.
- The PE program will be supplemented by outside sporting associations that may run clinics in Physical Education sessions to support the development of specific sporting skills.
- The school will integrate Health Education, Life Education and Drug Education into the curriculum, following DE policy. Other health-related topics that the school will cover include Healthy Eating, Student Wellbeing, and Social and Emotional Wellbeing. The topics are covered through the MPS Wellbeing Program and Inquiry Units.

4.5 Language provision

According to DE policy, schools must provide tuition in languages from Foundation to Year 10 by a suitably qualified teacher and report student achievement from Level 4 onwards.

At Marlborough Primary School the Language is Indonesian.

4.6 The Arts

At Marlborough Primary School, we recognise the value of a strong and vibrant Arts program. Subjects covered are: Music, Instrumental Music Lessons, Performing Arts, and Visual Arts.

Students from Prep – Grade 6 enjoy a one-hour class a week. Here, they develop knowledge, appreciation and enjoyment for The Arts, with specialist classes in Music, Performing Arts and Visual Arts. Working with a specialist Visual Arts teacher, students are provided opportunities to develop their interests, skills and passions, and to share these with the community.

4.7 Wellbeing

Marlborough Primary School will embed student wellbeing in all learning experiences by aligning student welfare, Emotional Intelligence, Trauma Informed practices, a behaviour approach and curriculum policies to create an educational environment and curriculum that is inclusive and meaningful to all students by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences (see Wellbeing Scope & Sequence)
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum stages of school.

5.0 Support for students

5.1 Students with Disabilities

Marlborough Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Marlborough Primary School will liaise with SSSO to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

5.2 Koorie Education

Marlborough Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community and KESO to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- staff participation in CUST training
- supporting the development of high expectations and individualised learning for Koorie students (i.e., Individual Education Plans for all Koorie students)
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum (ongoing commitment to meeting the outcomes of the Marrung Aboriginal Education Plan)
- implementing initiatives and programs that meet student needs in partnership with the Marlborough Primary School Koorie community.

5.3 Tutor Learning Initiative

Tutoring plays an important role in Marlborough Primary School's teaching and learning program. Using a Response to Intervention (RTI) framework, TLI is categorised as a Tier 2 support, where a targeted intervention is provided for identified students.

As an effective Tier 2 intervention, tutoring:

- addresses identified gaps in students' learning in English and Mathematics,
- uses evidence-based approaches for teaching.

TLI is for students needing additional support with literacy and numeracy. Students should participate in TLI if they:

- have been identified as 'needs additional support' (NAS) or Exempt in the National Assessment Program – Literacy and Numeracy (NAPLAN) 2023 in the domain of reading and/or numeracy
- were absent from NAPLAN in 2023, and who, based on other assessments, are demonstrating very low literacy and/or numeracy skills.
- were in a year level that did not complete NAPLAN in 2023, but have been identified by other assessments as demonstrating very low literacy and/or numeracy skills.

5.4 Individual Education Plans (IEPs)

Individual Education Plans (IEPs) at Marlborough Primary School are developed for and with students using a student-centred planning approach. They are primarily developed by a Student Support Group (SSG) and describe the adjustments, goals and strategies to meet the educational needs of an individual student to enable them to reach their potential. IEPs are an important support at Marlborough Primary School for a variety of reasons, including:

- supporting the school and classroom teacher to develop a meaningful learning program for individual students and to track student progress against short-term SMART goals to support student achievement of long-term goals
- providing an opportunity to share information between school, student, family and other support professionals
- helping MPS to determine resources required to achieve the student's learning goals
- promoting student confidence and engagement through involvement in the process.

Individual Education Plans are developed for the following students:

- students in statutory Out-of-home care (OOHC)
- Koorie students (as required by Marrung — Victorian Aboriginal Education Plan 2016 – 2026)
- students supported under individualised disability funding programs including the Program for Students with Disabilities (PSD) and Disability Inclusion
- students in youth justice (custody and community)
- students in re-engagement programs under contract arrangements with another school or provider
- students undertaking Flexible Learning Options (FLOs)
- any other students determined by the school as needing an IEP (including students not achieving their potential, such as high-ability students).

6.0 ASSESSMENT

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

Students at Marlborough 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 Marlborough 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, and 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.
- Marlborough Primary School will develop Individual Education Plans (IEPs) for students who have Disability Inclusion Profiles (or those who are working towards one), 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 the moderation of assessment tasks involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

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

At Marlborough Primary School 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.

- Marlborough 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](#).

MPS Curriculum Framework Policy

- Both student achievement and progress will be included in the report.
- Opportunities will be provided for families and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, 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.

7.0 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 & teaching practices

The school's curriculum will be audited and reviewed on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. Data analysed will include, but is not limited to, NAPLAN, school-based testing, teacher judgements based on learning outcomes in the Victorian Curriculum.

The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. Marlborough 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.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching.

Please see below for review schedule and layers of planning documentation.

MPS Curriculum Framework Policy

| Layer of review/planning | Responsibility | Timeframe |
|---|---|---|
| Whole school <ul style="list-style-type: none"> • MPS Whole School Victorian Curriculum Alignment | School Improvement Team | Review yearly in Term 4 in preparation for the following school year. |
| Curriculum Areas This includes: <ul style="list-style-type: none"> • MPS English F – 6 • MPS Mathematics F – 6 • MPS Inquiry Units F – 6 | School Improvement Team | Review yearly in Term 4 in preparation for the following school year. |
| Year level This includes: <ul style="list-style-type: none"> • MPS Victorian Curriculum Year Level Overview F – 6 | | |
| Unit planners | Year level teams | Reviewed after every unit to capture reflections. These reflections will be actioned in preparation for this unit of work for the new year. |
| Weekly lesson planning | Year level teams Specialist teachers | Year level teams and specialist teachers will use a weekly collaborative PLC approach to consider student learning evidence and to plan learning experiences. |

8.0 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 \(including variation to hours\)](#)

9.0 POLICY REVIEW AND APPROVAL

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| Policy last reviewed | 29 February 2024 |
| Approved by | Timothy Mulhall |
| Next scheduled review date | February, 2026 |