



**COBRAM PRIMARY SCHOOL**  
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## CURRICULUM FRAMEWORK

### PURPOSE

The purpose of this framework is to outline Cobram 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 area, year level and unit / lesson curriculum plans.

### OVERVIEW

Cobram 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.

Cobram 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](#)

At Cobram Primary School we believe that every child has the right and the ability to learn and succeed. Our mantra is, Effort = Reward. We have around 280 students across 13 classes. Our school has the equivalent of 21.4 FTE staff employed at the school. At Cobram Primary School we provide a first-class education that focusses on every student and their individual needs. Cobram Primary School is a vibrant school community that provides a safe and supportive learning environment that facilitates individualized learning and promotes excellence. Our objective is for students to leave grade six literate, numerate and worldly so that they can thrive in a global society. The core values of RESPECT and HIGH EXPECTATIONS supports the teaching and learning programs throughout the school, guide relationships and form the foundation of our school community. At Cobram Primary School our core values are: Respect By showing respect for others including adults and fellow students we treat them the way we would like to be treated. By showing respect we have high regard for everyone's feelings, wishes and rights. By showing respect for ourselves as learners we will do our best and be successful learners. By showing respect for our peers, we assist each other by sharing our knowledge, to do our best and be successful learners. High Expectations By having high expectations we give ourselves and our peers increased opportunities to learn, to reach our full potential. By having high expectations we commit to trying our best at all things. By having high expectations we embrace a growth

mindset and have a positive attitude towards our learning and our daily challenges. By having high expectations we have a belief that anything is possible.

## IMPLEMENTATION

At Cobram Primary School every class in the school conducts a Reader's Workshop from 9:00am - 10:00am without interruption. This is followed by our Writers Workshop and our Numeracy Block is after recess. Our Humanities subjects are covered in the afternoons. We have specialist ART and SPORT classes. Further to this, our school implements the LLI (Levelled Literacy Intervention) program to support literacy intervention across the school. Our EAL students are measured by the EAL standards in the Victorian Curriculum and supported through our intervention programs across the school if required. 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 whole school, curriculum area, year level and unit / lesson curriculum plans

### **Pedagogy**

The pedagogical approach at Cobram Primary School means ensuring every minute in the classrooms is utilized and quality teaching and learning is happening in every class, every day. We need to ensure we followed our Instructional Model across all classrooms to have point of need teaching for all students. Our Key Improvement Strategies included: 1. Learning catch up & extension - student point of learning will be identified using our assessment schedule, targeted learning programs will be implemented and additional department initiatives utilised. 2. Happy active healthy kids - targeted wellbeing programs are be implemented with a whole school approach 3. Connected schools will be achieved through student voice & agency, communication with families, shared professional learning with other schools

### **Assessment**

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

Students at Cobram 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 CPS, we monitor our student achievement by using our assessment schedule. We consistently used formative assessment practices that are embedded in our Workshop Model to provide point of need teaching.
- At CPS, we use Fountas and Pinnell Benchmarking to assess our student reading ability. We utilized our own Writing Summative assessment scale to gather student writing levels. We constantly used the 6+1 traits of writing to use formative assessment in the classroom to teach to point of need. Our school also developed video lessons throughout remote and flexible learning that have been utilised moving forward.
- Our PSD funding is used to support and differentiate teaching and learning in our classrooms. This is used to employ Education Support staff across all areas in the school. The PSD funding is used to provide support for small group and individual learning, implementation of IEPs and adaptations to curriculum delivered.
- *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.*
- *Cobram 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.*
- We implemented our new Phonics program with huge success. Our school goals have targets related to Phonics to ensure our students receive the best start in their schooling life.
- *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

Cobram Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Cobram 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 Cobram Primary School, full school reports are published to the student Compass record which is then printed and sent home in sealed, labelled envelopes at the end of each semester. These reports can also be accessed and downloaded by parents.

*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.*

- Cobram 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).
- Cobram 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.

*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.*

## 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	SIT Team conducts audits and curriculum reviews. We discuss content and quality Review of External testing	SIT Team	Weekly Termly
Curriculum Areas	SIT Team conducts audits and curriculum reviews. Curriculum leaders review data.	SIT Team and Curriculum Leaders	Weekly
Year levels	Weekly team meetings Bi-annually	Year level Teams	Weekly
Units and lessons	PLC Cycles used to monitor curriculum	All staff	Bi-termly

### Review of teaching practice

Cobram 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.

## 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:
  - 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.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	26/10/23
Approved by	Claye Runnalls
Next scheduled review date	26/10/24