



TEMPLETON

MELBOURNE, AUSTRALIA

Curriculum Framework



Help for non-English speakers

If you need help to understand the information in this policy, please contact Xiaomei Lin 9801 7450

Intent, rationale, and focus

Templeton is a high performing, student focused school that places a high emphasis on student personal achievement and is committed to challenging our students in all areas of the curriculum. Students' individual needs, personal interests and unique characters are known and supported by staff and enriched by an immersive, safe, positive, and vibrant learning environment.

At Templeton, our curriculum is based on the understanding that students learn best by being engaged and active in their learning. Our philosophy of providing our students with a broad and well-balanced educational experience ensures that each student can explore and release their individual talents. This philosophy is supported by our extensive range of extra curricula offerings. Specialist classes in Chinese, Art, Music, Performing Arts, ICT, Library and Phys Ed, ensure that all Templeton students can learn in varied ways. Through these opportunities, our teachers aim to create experiences that inspire students to learn and to continually challenge their personal best. To further support our classroom and specialist programs, we offer Challenge programs for students who require extension beyond the classroom; programs such as Literacy and Numeracy extension, Chinese extension, and PEEP.

In addition, Literacy and Mathematics support, identifies students who require specialised intervention early in their schooling and puts them on the right path to achieving their educational goals. All our students are supported in the classroom with challenging work at their level. Our commitment to the pastoral care and mental health of our students is supported with an extensive range of programs that support the emotional needs of our students. Programs such as Lunchtime Clubs, The Resilience Project, Respectful Relationships Program, Duke of Edinburgh/Compass Award, Values Education, Coding, Sport, Homework Club, Dance, and Interhouse activities, ensure that our commitment to supporting the health and mental wellbeing of our students is paramount.

Our focus over the next strategic plan will be on increasing student voice, consolidating our moderation and teacher judgement, and refining our inquiry planning, documentation, and teaching. This document contains extracts from detailed curriculum, assessment and planning documents prepared by our PLCs and stored on our Templeton Share Drive.

Vision Statement

Lay a FOUNDATION for every child on which all future learning can be built on
Develop a strong and meaningful RELATIONSHIP between children, staff, and parents

Maintain high EXPECTATIONS for the academic development of all children under our care
Create an active and purposeful learning ENVIRONMENT to help children reach their full potential
MODEL in our students the positive behaviour and values we all believe in
Utilise all aspects of DATA to guide our planning and practice

Values Statement

Templeton Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for ensuring inclusive safe and orderly environments for children and young people. We adhere to democratic principles, the rule of law, equal rights for all, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents, students, and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns if we do this respectfully as a community working together.

School Context

Templeton Primary School is a Victorian State Government Prep to Grade 6 school situated in Wantirna, an Outer Eastern suburb in the City of Knox

Templeton was opened in 1980 with an enrolment of around 70 students. In 2020, Templeton has a record enrolment of 734 students in 29 classrooms based on a traditional Prep to Grade 6 level structure. The school provides an excellent specialist program with Physical Education, ICT, Art, Library, Music, Performing Arts and LOTE offered throughout the school. Our aim is to equip our students with self-management, educational and interpersonal skills to approach life with confidence.

An integral part of our tradition is to nurture in our students a sense of PRIDE IN PERFORMANCE which is our school motto.

The school strives towards:

Creating a safe, caring, and supportive learning environment that is stimulating and challenging.
Providing a high quality, balanced educational program for all students.
Fostering a culture of optimism, resilience, and tolerance

Our key challenges in the future include an extensive building program over the next three years. We also have large percentage of high performing students and EAL students.

Victorian Early Years Learning and Development Framework (VEYLDF)

The VEYLDF sets out outcomes and practices to guide early childhood professionals in their work with all families and their young children from birth.

There are five interconnected Learning and Development Outcomes, for children from birth to eight years, with these Outcomes linking to the first three levels of the Victorian Curriculum F10. In the Foundation stage of schooling (Prep – Year 2) schools may choose to structure teaching and learning programs around the five outcomes of the VEYLDF.

See: [Victorian Early Years Learning and Development Framework \(VEYLDF\)](#)

The Department provides resources and support to assist regions and schools in implementing the VEYLDF. These resources include advice on:

- Professional Learning

- The Practice Principles
- The Learning and Development Outcomes

For more information and resources to support the implementation of the VEYLDF, see: [Victorian Early Years Learning and Development Framework: Birth to 8 years \(VEYLDF\)](#)

Victorian Curriculum F-10

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student’s current levels of achievement and then deliver teaching and learning programs that support progression of learning.

The curriculum integrates the ‘Towards Foundation Level Victorian Curriculum’ directly into the curriculum and is referred to as ‘Levels A to D.’

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in eleven levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with additional learning needs or a disability. The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

See: [Victorian Curriculum and Assessment Authority \(VCAA\) - Victorian Curriculum F-10](#)

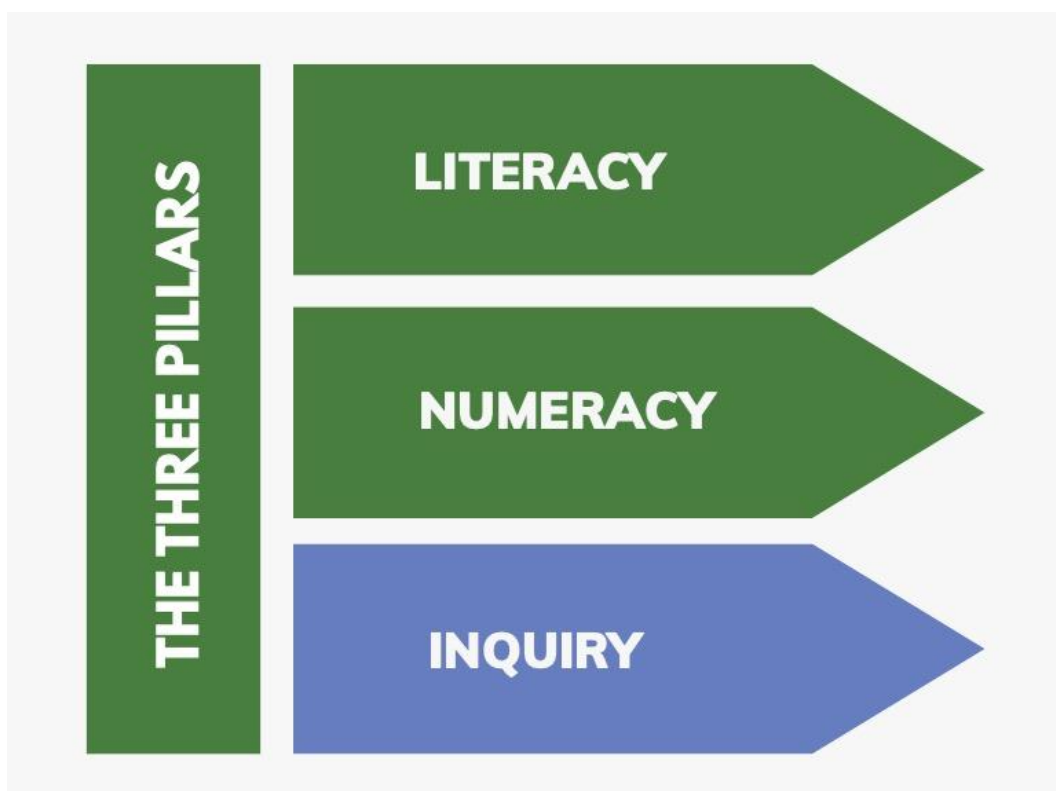
The Department provides resources and support to assist regions and schools in implementing the Victorian Curriculum F-10. These resources include advice on:

- Curriculum Planning
- Assessment and Reporting

The term ‘curriculum’ encompasses all the programmes and manner of organisation that the school uses for student learning.

The Three Pillars

The Three Pillars of our school pedagogy are Literacy, Numeracy, and Inquiry. We believe in direct, explicit teacher instruction in Literacy and Numeracy, with an increasing focus on Inquiry as students’ progress through the school. We invest heavily in teacher aides and student support in the junior school, with a focus on establishing a strong foundation in Literacy and Numeracy for students in years P-2.



Templeton Curriculum Framework

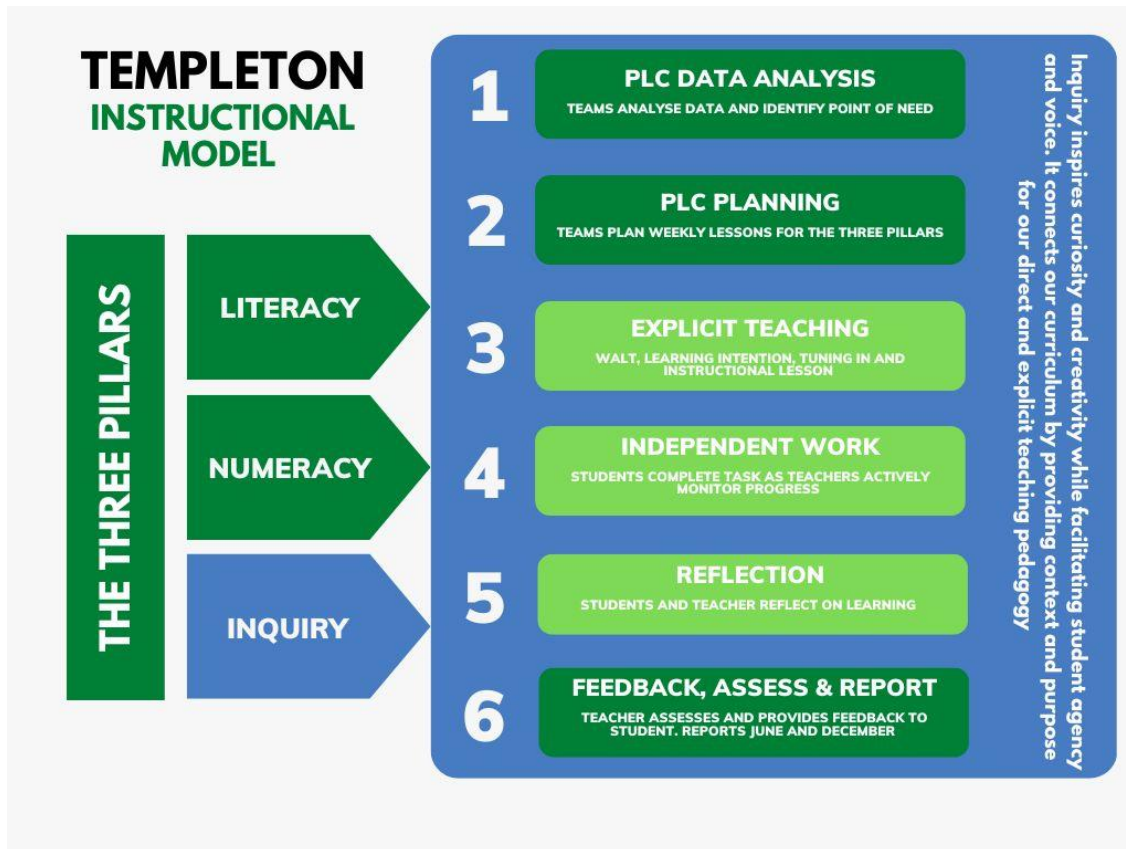
Our curriculum framework is based on 25 learning sessions per week, with 5 Reading and Viewing, 5 Writing and 5 Numeracy lessons timetabled for every student, every week. Literacy and Numeracy lessons are scaffolded across each year level according to ability groups. We timetable 6 Specialist classes every week in the areas of Chinese, ICT, Library, Performing Arts and Visual Arts. Physical Education sessions are timetabled once a week in Years P-6, with additional sessions of 3/4 and 5/6 sport timetabled on Thursday and Friday.

	THE THREE PILLARS				SPECIALIST AREAS						45 MIN LEARNING SESSIONS PER WEEK
	MEETINGS/ROLL/CIRCLE TIME	LITERACY	NUMERACY	INQUIRY	CHINESE	ICT	LIBRARY	PERFORMING ARTS	PHYSICAL EDUCATION	VISUAL ARTS	
Prep	3	12	5	4	1	1	1	1	1	1	30
Year 1	3	12	5	4	1	1	1	1	1	1	30
Year 2	3	12	5	4	1	1	1	1	1	1	30
Year 3	2	12	5	4	1	1	1	1	2	1	30
Year 4	2	12	5	4	1	1	1	1	2	1	30
Year 5	2	12	5	4	1	1	1	1	2	1	30
Year 6	2	12	5	4	1	1	1	1	2	1	30

Templeton Instructional Model

Informed by the Victorian Curriculum, our Instructional Model is based on The Three Pillars. Our Professional Learning Communities (PLCs) meet weekly to analyse student data, identify student, group and cohort point of need, and plan lessons for The Three Pillars.

Our lessons are highly structured, with a clear Learning Intention and We Are Learning To (WALT) statement, followed by explicit instruction. Teachers monitor student progress with formative and summative assessment and anecdotal notes. Teacher and student reflection concludes each lesson, followed by assessment, feedback and Victorian Curriculum Reporting in June and December.



Inquiry

Bringing all our practice together is our Inquiry program. Inquiry inspires curiosity and creativity while facilitating student agency and voice. It connects our curriculum by providing context and purpose for our direct and explicit teaching pedagogy. Below are our Inquiry Focus areas, reporting details and key questions:














	INQUIRY		REPORTING	
	Semester 1		Semester 2	
PREP	Civics & Citizenship	Health	Civics & Citizenship	Science
YEAR 1	Civics & Citizenship	Health	History & Geography	Science
YEAR 2	Civics & Citizenship	Science	Science	Health
YEAR 3	Civics & Citizenship	Science	Science	Dance & Drama
YEAR 4	Civics & Citizenship	Health	History & Geography	Science
YEAR 5	History & Geography	Health	Economics & Business	Science
YEAR 6	Civics & Citizenship	Dance & Drama	History & Geography	Geography













	INQUIRY		UNITS	
	Term 1	Term 2	Term 3	Term 4
PREP	How do I learn at school?	What is our story?	How do we keep ourselves and each other safe?	Why are Mini-Beasts important to our world?
YEAR 1	What is special about Australia?	How does our body work?	How can we tell a story?	How do living things grow?
YEAR 2	How do we develop and maintain successful relationships?	What are the forces in our world?	How do we sustain our world?	How is healthy food packaged and advertised?
YEAR 3	How do different cultures contribute to our local communities?	How does the Earth work?	How can we help the Earth as Eco-Warriors?	How do we express ourselves through the arts?
YEAR 4	Who makes the rules and how do democratic decisions help build positive relationships?	How does healthy food move from paddock to plate?	How do maps help us understand the world?	How does science help us to understand our world?
YEAR 5	Perspectives of First Nations people on Australia today	How do we maintain our health and wellbeing?	How do businesses run?	How can we live in a sustainable way?
YEAR 6	How does government work?	How do we put on a performance?	How do the events that shaped Federation affect us today?	How does where we live affect how we live?

Each PLC plans their Inquiry unit around a key question, value and two student profile characteristics. Each unit is then linked a specialist area to complement classroom learning. Each PLC overview is provided below:

INQUIRY **YEAR 6**

















Term 1	Term 2	Term 3	Term 4
How does government work?	How do we put on a performance?	How do the events that shaped Federation affect us today?	How does where we live affect how we live?
Respect	Resilient	Integrity	Respect
Caring Balanced	Risk Taker Confident	Risk Taker Confident	Knowledgeable Inquirer
<p>In Australia, there are three levels of Government that help our society function</p> <p>Government in Australia is meant to represent the voices of many people in our country</p> <p>There are different Government systems around the world that function in different ways</p>	<p>There are many different types of performances that have a variety of purposes (to entertain, to celebrate, cultural, stories, to teach lessons)</p> <p>There are personal attributes that can help us in new situations. Such as being confident, adaptable and persistent.</p> <p>Putting on a performance is a multi faceted endeavour that requires planning and collaboration</p>	<p>People migrated to Australia from different countries for different reasons</p> <p>Prior to Federation, the Australian colonies provided a way for the British to organise the settlement/invasion</p> <p>The formation of colonies impacted on Aboriginal and Torres Strait Islanders</p>	<p>The way that people live around the world is influenced by their location.</p> <p>There is a relationship between culture and place, Indigenous Australians have a significant connection to country.</p> <p>Mapping helps us to understand the world by providing different types of data as well as understanding of cultures throughout time. eg location, climate, demographic, economic</p>
  	 	  	  
Civics & Citizenship	Dance & Drama	History & Geography	Geography

INQUIRY **YEAR 5**

Term 1	Term 2	Term 3	Term 4
Perspectives of First Nations people on Australia today	How do we maintain our health and wellbeing?	How do businesses run?	How can we live in a sustainable way?
Respect & Integrity	Respect & Integrity	Integrity	Respect
Inquirer Knowledgeable	Knowledgeable Balanced	Risk Taker Confident	Principled Balanced
<p>The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants.</p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (the Constitution which did not include Indigenous and Torres Strait Islanders).</p>	<p>There are different dimensions to our health and wellbeing</p> <p>There are decisions and actions we make everyday to maintain our health and wellbeing</p> <p>There are resources within our community that can assist us with our health and wellbeing throughout our lives</p> <p>Our health and well being needs can change throughout our lifetime</p>	<p>Businesses can exist in order to meet the needs and wants of consumers</p> <p>There are rules and regulations that need to be followed when running a business</p> <p>When running a business there are many decisions that need to be made including those that are based on financial and ethical considerations.</p>	<p>The Earth and our environment continues to change over time due to human and natural causes.</p> <p>Aboriginal and Torres Strait Islander people effectively managed the environment for thousands of years.</p> <p>There are decision and actions we can take in order to live in a more sustainable way, however there is often ethical decision making involved.</p>
  	  	  	  
History & Geography	Health	Economics & Business	Science

















INQUIRY

YEAR 4

Term 1	Term 2	Term 3	Term 4
<p>Who makes the rules and how do democratic decisions help build positive relationships?</p> <p>Integrity</p> <p>Balanced Principled</p> <p>Rules and laws guide our everyday lives to help keep ourselves and others safe.</p> <p>Rules and laws have changed over time and there are reasons for that.</p> <p>There is a process to go through when laws and rules are made.</p> <p>   </p> <p>Civics & Citizenship</p>	<p>How does healthy food move from paddock to plate?</p> <p>Respect & Integrity</p> <p>Inquirer Knowledgeable</p> <p>The production of food and its distribution are important to our survival and convenience.</p> <p>The type of food we select to eat is important to our health and wellbeing</p> <p>Preparation of food involves particular tools, methods and hygiene practices</p> <p>How we prepare and consume food has changed over time</p> <p>   </p> <p>Health</p>	<p>How do maps help us understand the world?</p> <p>Respect & Integrity</p> <p>Inquirer Knowledgeable</p> <p>Explorers have used maps and navigation techniques in order to discover new places (First Fleet, World Navigators and Explorers, Indigenous Australians)</p> <p>Maps can be used for different purposes and the way humans have used maps have changed over time</p> <p>Interpreting maps helps us to understand location of places and its geographical features (comparison of Australia and Africa/South America)</p> <p>   </p> <p>History & Geography</p>	<p>How does science help us to understand our world?</p> <p>Integrity</p> <p>Risk Taker Inquirer</p> <p>Science helps us to understand the world around us</p> <p>There are different sciences that help us to understand how the world works</p> <p>There are scientific skills we use when undertaking investigations in science</p> <p>   </p> <p>Science</p>

INQUIRY

YEAR 3

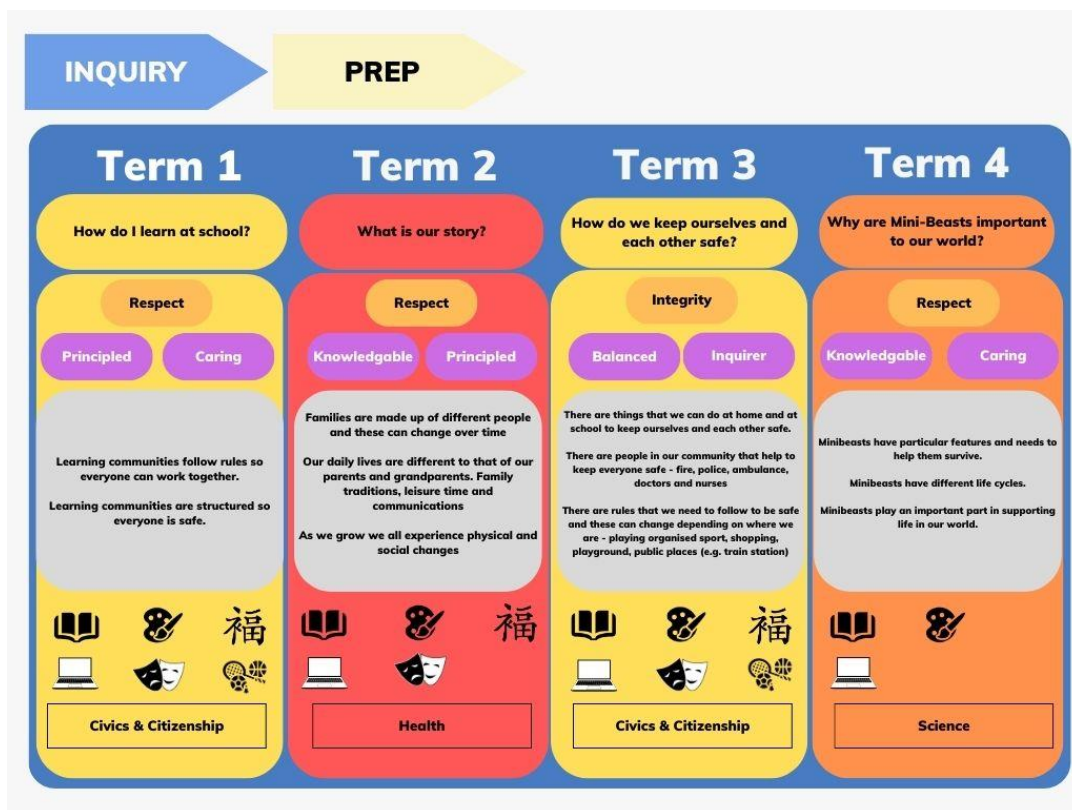
Term 1	Term 2	Term 3	Term 4
<p>How do different cultures contribute to our local communities?</p> <p>Empathy</p> <p>Caring Communicator</p> <p>There are different cultural groups that are a part of our community</p> <p>Different cultures have specific traditions & celebrations</p> <p>Indigenous Australians have different cultural groups... (feelings/perceptions)</p> <p>   </p> <p>Civics & Citizenship</p>	<p>How does the Earth work?</p> <p>Respect</p> <p>Inquirer Knowledgeable</p> <p>The Earth has, and will continue to, change over time and Earth Scientists help us to understand how this has happened</p> <p>The Earth's location in space impacts on the way the Earth functions</p> <p>There are different climates in the world which are impacted by location and change across the year</p> <p>   </p> <p>Science</p>	<p>How can we help the Earth as Eco-Warriors?</p> <p>Respect</p> <p>Inquirer Knowledgeable</p> <p>We can all take positive actions in order to live in balance with the earth.</p> <p>Our knowledge about how to help the earth has changed over time and we can learn a lot from how Indigenous Australians care and manage the environment.</p> <p>The flora and fauna on our planet are an important part of our ecosystem that we can nurture.</p> <p>   </p> <p>Science</p>	<p>How do we express ourselves through the arts?</p> <p>Resilience</p> <p>Communicator Risk Taker</p> <p>There are different forms of the arts that help us to express and or entertain - Dance, Drama, Visual Arts, Media Arts</p> <p>Aboriginal and Torres Strait Islander people have a diverse history of using the arts to express their culture</p> <p>We can use different techniques in the arts to communicate ideas to our audience</p> <p>   </p> <p>Dance & Drama</p>

INQUIRY **YEAR 2**

Term 1	Term 2	Term 3	Term 4
<p>How do we develop and maintain successful relationships?</p> <p>Empathy</p> <p>Communicator Caring</p> <p>Our actions and inactions impact on other people, which can be in a positive or negative way.</p> <p>Our relationships with others change throughout our lives.</p> <p>Communication skills help us to develop and maintain positive relationships with other people.</p> <p>Civics & Citizenship</p>	<p>What are the forces in our world?</p> <p>Resilience</p> <p>Risk Taker Communicator</p> <p>A force is a push or pull</p> <p>There are different types of forces that are at work around us everyday.</p> <p>There are processes and procedures in scientific experiments and they help us to understand the world around us.</p> <p>Collaboration requires specific skills to achieve a common goal.</p> <p>Science</p>	<p>How do we sustain our world?</p> <p>Respect</p> <p>Inquirer Knowledgeable</p> <p>The Earth has natural resources that we all need to look after in order to live - the 3 major elements of Earth's resources - Water, Soil & Air.</p> <p>There are things we can all do that can impact on the Earth's natural resources in positive ways - protecting resources by not wasting and not polluting (waste & pollution focus).</p> <p>Aboriginal and Torres-Strait Islander people have been caring for the Earth's natural resources for tens of thousands of years.</p> <p>Science</p>	<p>How is healthy food packaged and advertised?</p> <p>Integrity</p> <p>Inquirer Knowledgeable</p> <p>Food is packaged in different ways and for different purposes eg. to sell, protect the food, sustainable packaging.</p> <p>Healthy food has a positive impact on our health and wellbeing.</p> <p>Advertising can have an impact on the choices we make, and companies use techniques to try and sell products.</p> <p>Health</p>

INQUIRY **YEAR 1**

Term 1	Term 2	Term 3	Term 4
<p>What is special about Australia?</p> <p>Integrity</p> <p>Inquirer Knowledgeable</p> <p>Where we live in Australia</p> <p>Where Australia is located</p> <p>What services are in our local area</p> <p>What things are around us that help us to do different things</p> <p>Civics & Citizenship</p>	<p>How does our body work?</p> <p>Respect</p> <p>Knowledgeable Inquirer</p> <p>Our bodies are made up of systems and structures that help us to live. (The structure of the body).</p> <p>Science can help your body to function.</p> <p>Bodies change how they work over time.</p> <p>Our bodies can react to different emotions and experiences in our lives.</p> <p>Health</p>	<p>How can we tell a story?</p> <p>Empathy</p> <p>Communicator Confident</p> <p>Stories are created for different purposes such as a way to entertain, to inform and to express culture</p> <p>There are multiple devices and modes to tell a story</p> <p>There is a clear process (authorial) that helps us communicate as writers</p> <p>History & Geography</p>	<p>How do living things grow?</p> <p>Respect</p> <p>Knowledgeable Caring</p> <p>Living things go through different stages of growth and change.</p> <p>Living things have a range of needs to survive and thrive.</p> <p>Gardens have a range of different purposes.</p> <p>Farms provide a variety of resources for humans.</p> <p>Science</p>



Leadership Structure

Senior Management

At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures. There is a promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives. The Senior Management Team consists of:

Principal
Assistant Principal
Assistant Principal
Business Manager

Management

An extension of Senior Management is the Management team, who manage specific areas of the school in Admin, Welfare, Literacy, Numeracy, and Inquiry. This team consists of:

Principal
Assistant Principal – Admin
Assistant Principal - Welfare
Learning Specialist – Numeracy
Learning Specialist – Inquiry
Leading Teacher – Literacy
Learning Specialist/Prep Coordinator

Leadership

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation, and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their PLCs includes a suite of year level assessments including NAPLAN and

an analysis of school performance data including student, staff, and parent surveys. Our Leadership Team monitors and implements planning in PLCs and their classrooms. This team consists of:

Principal
Assistant Principal - Welfare
Assistant Principal – Admin
Learning Specialist – Numeracy
Learning Specialist – Inquiry
Leading Teacher – Literacy
Learning Specialist/Prep Coordinator
Year 1-6 Year Level Coordinators
Specialist Coordinator

School Improvement Team

The School Improvement Team (SIT) is focused on 4-year planning cycles and continuous analysis of a range of data around school improvement. The SIT PLC drives the Annual Implementation Plan and school improvement initiatives. The team consists of:

SIT Leader
Literacy Leader
Numeracy Leader
Inquiry Leader
Welfare leader
Junior School Representative
Middle School Representative
Senior School Representative

Professional Learning Communities (PLCs)

Our PLC teams consist of four teachers (five in Prep) led by a Year Level Coordinator at each level, and overseen by our Learning Specialists in Literacy, Numeracy and Inquiry. PLCs are timetabled for 90 mins every week, where staff analyse data, identify point of need in individual students, groups and cohorts. PLCs plan and document their practice in the Templeton Share Drive.

Evaluation

This policy will be reviewed in accordance with the school's three-year review cycle.

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Approved by	Principal
Next scheduled review date	March 2027