



# Curriculum Framework

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## 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](#)

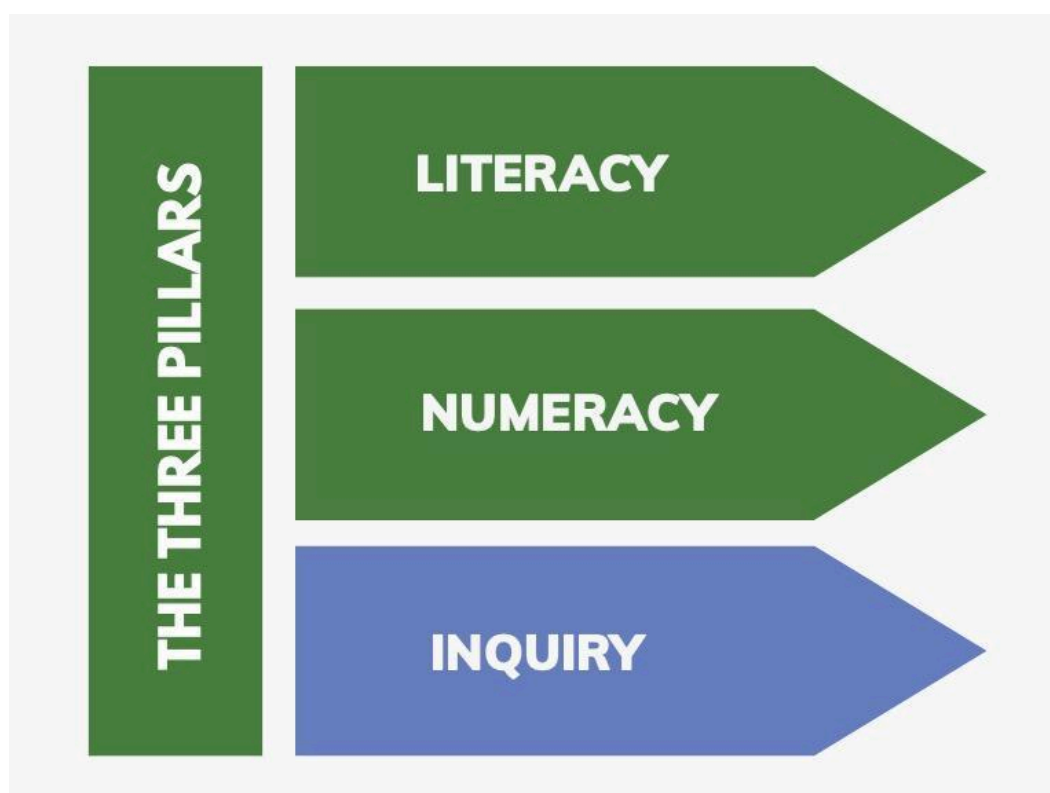
The Department provides resources and support to assist regions and schools in implementing the Victorian Curriculum F-10. These resources include advice on:

- 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.

TEMPLETON CURRICULUM FRAMEWORK	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

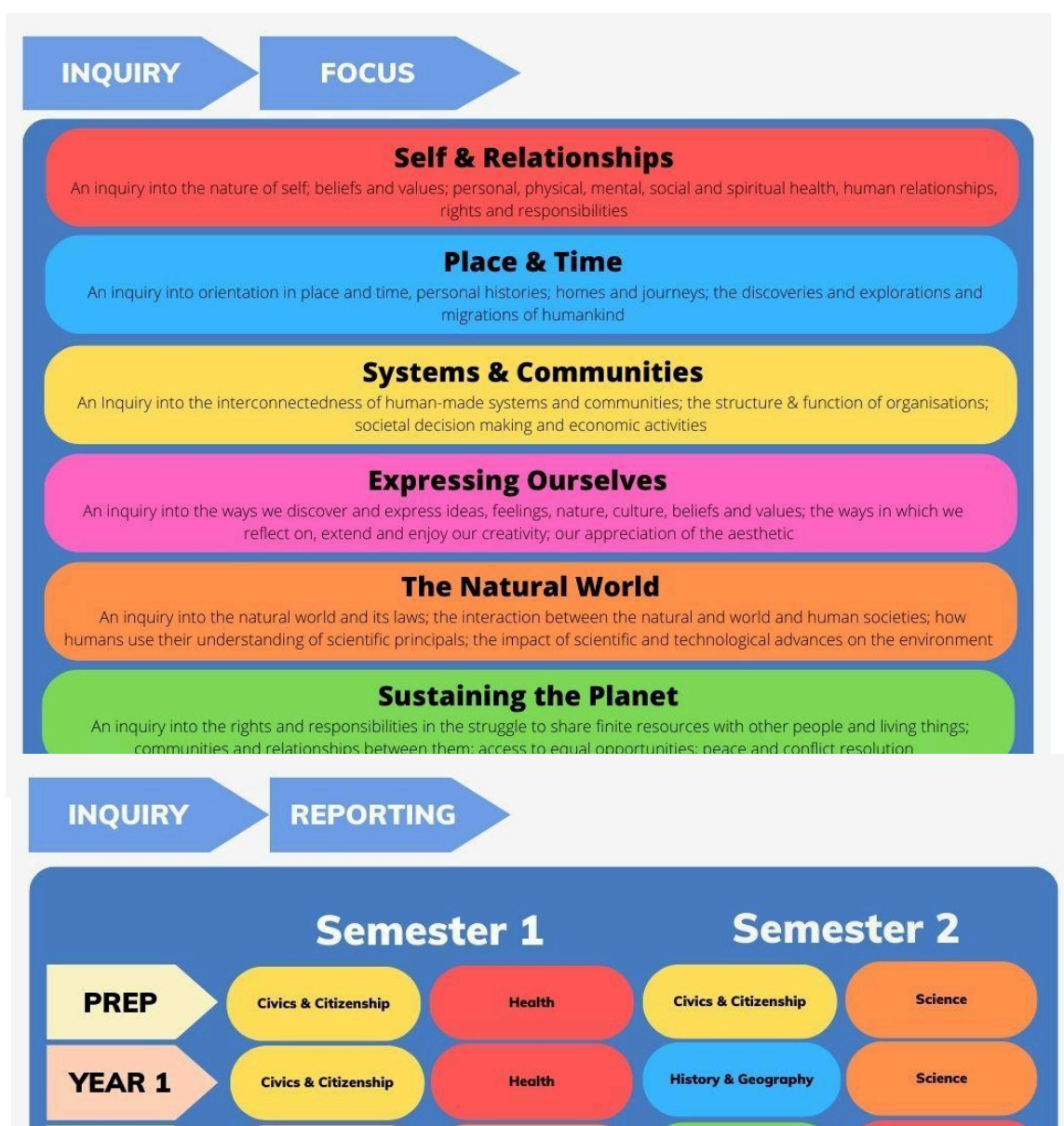
Informed by the Victorian Curriculum, our Instructional Model is based on The Three Pillars. Our Professional Learning Communities (PLCs) meet weekly to analyse student data, identify student, group and cohort point of need, and plan lessons for The Three Pillars.

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.

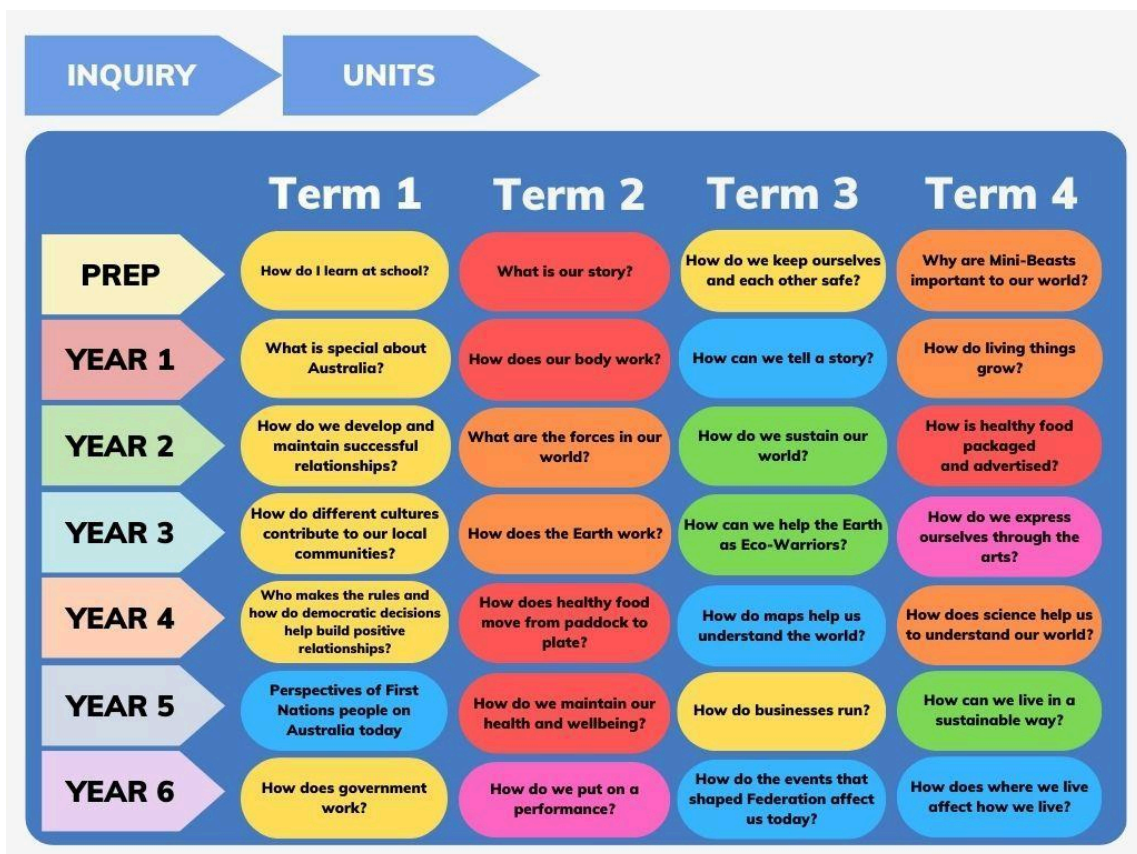


## Inquiry

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:

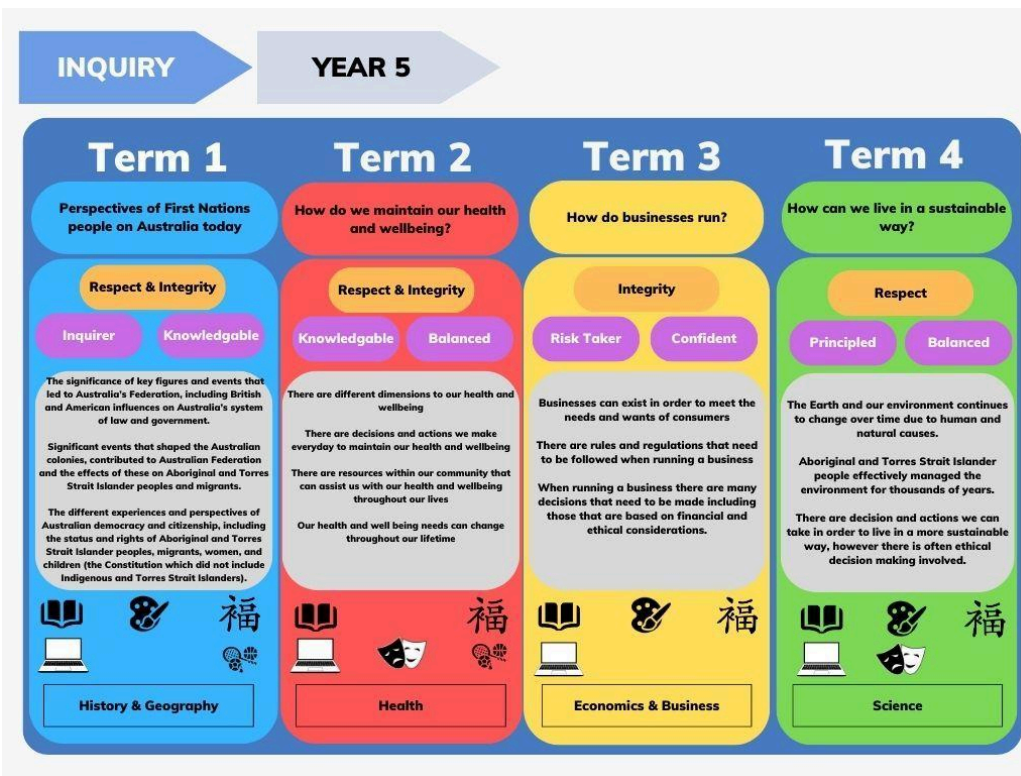


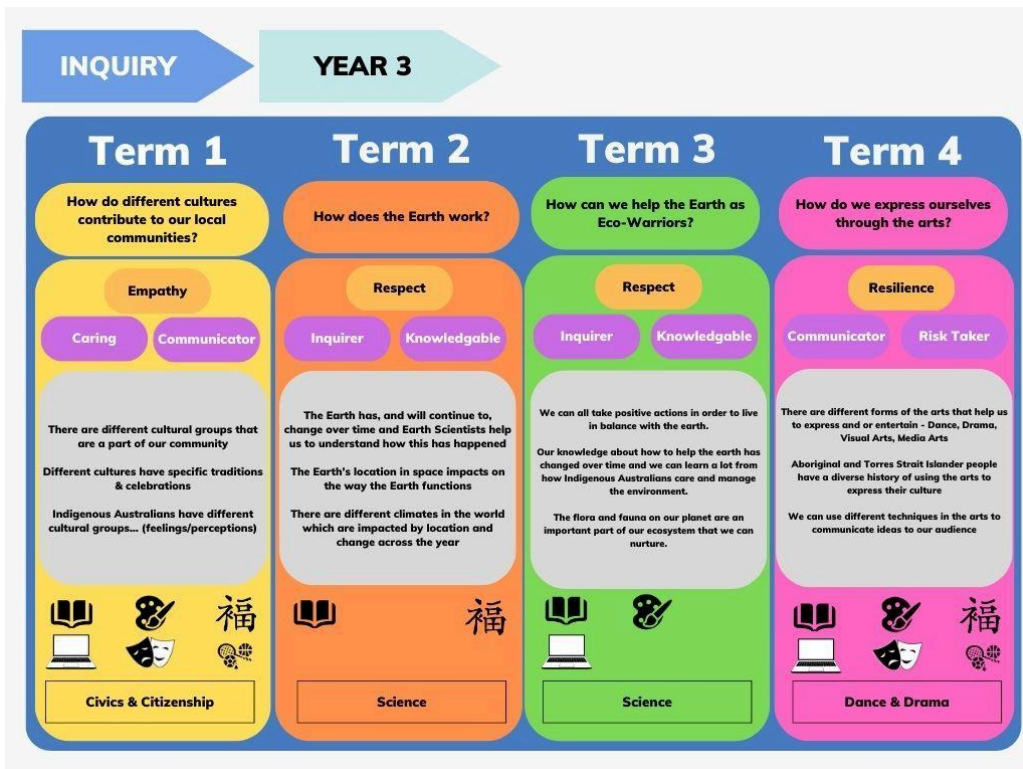




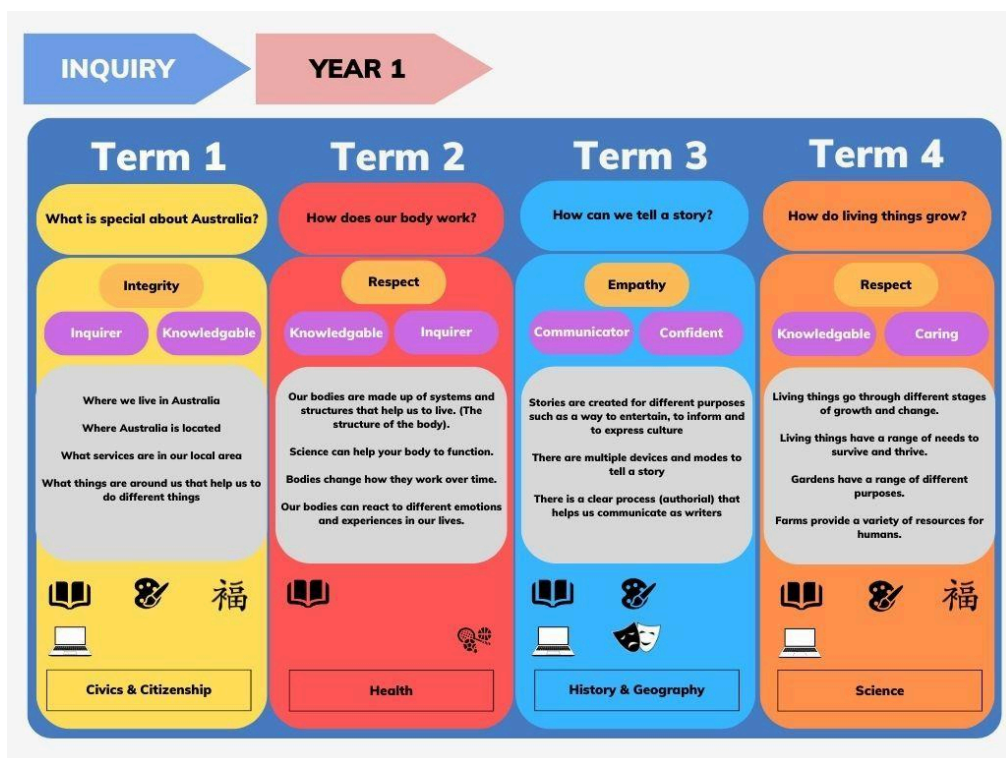
Each PLC plans their Inquiry unit around a key question, value and two student profile characteristics. Each unit is then linked a specialist area to complement classroom learning. Each PLC overview is provided below:











## **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.

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### **POLICY REVIEW AND APPROVAL**

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