



CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Kunyang 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 curriculum plans.

OVERVIEW

Kunyang 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.

Kunyang 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](#)

Kunyang Primary School is an International Baccalaureate World School guided by the vision of *"Learners teaching learners."* It fosters a culture of problem-solving, student agency, and inquiry-based, personalised learning.

The school aims to provide a balanced, high-quality education that nurtures each student's unique strengths. Through challenging and coherent programs, it encourages students to become curious, lifelong learners who contribute to a peaceful and sustainable world.

Objectives:

- Develop globally connected, internationally minded students via the IB Primary Years Programme.
- Promote student-centred, inquiry-based learning tailored to individual needs.

- Empower students to be independent, creative, and reflective thinkers with voice and choice in their learning.

Students are supported in becoming well-rounded learners through the IB Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

IMPLEMENTATION

Kunying Primary School implements a comprehensive, student-centred curriculum designed to prepare children for the 21st Century through the International Baccalaureate Primary Years Programme (IB-PYP). The program fosters globally connected, internationally minded learners by emphasising inquiry-based and personalised learning that challenges and engages each student.

The school offers a balanced education that builds on the diverse gifts and talents of its students through rigorous, coherent teaching practices. Alongside core subjects, students benefit from specialist programs in Visual Arts, Physical Education, Performing Arts, STEM, French, Respectful Relationships and Maths Connect, enriching their learning experiences and enabling early specialisation.

Kunying Primary School is committed to developing inquiring, lifelong learners who embody the IB Learner Profile attributes—Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Courageous, Balanced, and Reflective. This approach promotes responsible citizenship and a peaceful, sustainable worldview.

With over 760 motivated students, the school is supported by a strong partnership between staff and parents, set within a beautiful coastal environment equipped with modern facilities to support quality classroom and specialist programs. This holistic curriculum ensures students are well-prepared academically, socially, and personally for their future learning journeys.

At Kunying Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 40 minute sessions.

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.

Language provision

Kunying Primary School will deliver French as a Language, based on being an IB World School, French is taught as an additional language to promote international-mindedness and personal development. All students receive a weekly 40-minute French lesson from a specialist teacher. The program emphasises meaningful and authentic language learning, incorporating cultural understanding and self-reflection as key components of communication in a new language.

Students engage in a variety of activities—speaking, listening, reading, writing, singing, and using multimedia—to develop language skills. The program fosters cognitive flexibility, creativity, and problem-solving by exploring the structures and systems of the French language.

Instruction follows an inquiry-based approach aligned with the school's transdisciplinary programme of inquiry and instructional model, allowing students to learn at their own pace based on interests and needs. The aim is to inspire a lifelong love of language learning, enhance appreciation for other cultures, and support the development of IB learner profile attributes.

Pedagogy

The pedagogical approach at Kunyung Primary School emphasises inquiry-based, transdisciplinary learning, aiming to develop independent and creative thinkers who are engaged with their community and the world. The International Baccalaureate Primary Years Programme (IB-PYP) framework inherently supports many of the elements of the Victorian Teaching and Learning Model 2.0 (VTLM).

In alignment with VTLM, Kunyung Primary School's approach incorporates:

- Diverse teaching strategies: The IB PYP framework encourages the use of varied strategies that promote deep learning, critical thinking, and problem solving, linking to VTLM's explicit teaching and supported application.
- Curriculum planning: Collaborative whole-school planning ensures a cohesive and comprehensive learning experience, directly aligning with VTLM's planning element.
- Student voice and agency: The inquiry-based approach empowers students to take ownership of their learning, fostering agency, responsibility, and self-regulation—key aspects of enabling learning in the VTLM.
- Data-informed practice: Continuous improvement is supported through evidence and data use, ensuring teaching is responsive, targeted, and aligned with student needs—reinforcing the VTLM's focus on formative assessment and feedback.

Further connections between Kunyung's practice and VTLM include:

- Specialist programs (Visual Arts, PE, Performing Arts, STEM, French, Respectful Relationships, Maths Connect) that expand opportunities for mastery and align with structured curriculum design and sequencing.
- IB Learner Profile attributes (Inquirers, Knowledgeable, Thinkers, Communicators, etc.), which exemplify VTLM's enabling learning principles—promoting positive relationships, cultural responsiveness, and curiosity.
- Strong staff–parent partnerships, ensure a supportive environment that nurtures lifelong learning and creativity, consistent with VTLM's holistic vision.

Assessment

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

Students at Kunyung 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 Kunyung Primary School, assessment is integral to teaching and learning, guided by a whole-school approach aligned with the Victorian Curriculum and the IB Primary Years Programme. All staff follow an Assessment and Reporting Schedule, participating in regular data discussions and moderation during staff and planning meetings to ensure consistent teacher judgments.

- Teachers at Kunyung 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.
- Student reflection, self-assessment, and peer-assessment are embedded throughout the curriculum to promote authentic assessment and student agency. Regular, timely feedback is provided through conferences, demonstrations, and focus groups to support and enhance learning.
- 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.
- 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.
- Kunyung 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.
- Kunyung Primary School will develop Individual Learning Plans (ILPs) for students who are working 12 months below the expected level, in consultation with students, parents and where appropriate, with outside agencies.
- Kunyung Primary School will develop Individual Learning Plans (ILPs) for students entering Year 1 who are working 6 months below the expected level, in consultation with students and parents.
- 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 (moderation) of student work involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.
- All students in Years 3 and 5 participate in NAPLAN, with special provisions for students with disabilities as per guidelines.

Reporting

Kunyung Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Kunyung 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 Kunyung Primary School we communicate information about student achievement and assessment to Parents/Carers in a number of ways.

Written Reports

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form through Compass.

- Kunyung 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.
- To discuss the school report with teachers and/or school leaders please contact them via Compass.

Parent Teacher Interviews

- Parent-teacher interviews are conducted formally twice yearly, in Terms 1 and 3, with additional meetings arranged as needed throughout the year. These interviews provide an opportunity to discuss students' progress, address parent questions, share information about the school's programs, and explore the cultural context of the student's learning. Interpreting services are made available when required to ensure clear communication and support for all families.

Learning Shares/Three-Way Student Conferences/Student-Led Tours

- These occur termly and involve the student taking the lead in discussing their learning and understanding with their parents. With guidance and preparation from their teacher, students select and reflect upon a range of work samples, feedback, assessments, and learning tools that showcase their progress. During this time, the student shares their learning journey, identifying strengths and areas for improvement. The teacher is present to support the student throughout the process, ensuring the conversation remains meaningful and constructive. Together, students, parents, and teachers collaborate to reflect on growth and set new learning goals, with each person identifying how they can contribute to achieving these goals.

Teacher-Student Feedback

- Frequent feedback from teacher to student enables reflection and further refinement of skills through conferences and focus groups.

Parent meetings

- As required for students on an Individual Learning Plan (ILP).

NAPLAN

- Report for students in Year 3 and Year 5.

Student Support Group (SSG)

- Meeting semesterly for students receiving DIP Funding or being considered and for those students on an IEP.

Year 6 Exhibition

- Provides the opportunity for students to demonstrate a growing engagement with the five essential elements of the PYP. Students are required to engage in a collaborative transdisciplinary process that involves identifying, investigating and offering solutions to real life issues or problems.

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	Annual Implementation Plan (AIP) Strategic Plan Victorian Teaching and Learning Model 2.0 Yearly Overviews Programme of Inquiry	SIT (Weekly) Agile Leadership Framework (Fortnightly) KIS Teams (Fortnightly)	Yearly & Termly
Curriculum Areas	Victorian Curriculum	Leadership, Coaches	Yearly & Termly
Year levels	Collaborative Planning PLC Collaborative Inquiries Sequences of Learning	AP PYP Coordinator, Coaches	Weekly & Daily
Units	Unit Planners are reviewed in collaborative planning sessions and reflections are discussed and documented at the end of each inquiry unit.	AP PYP Coordinator, Cohort and Level Teams	Every 3-6 Weeks
Lessons	Instructional Model Individual Teacher Planners Reflections in PLC	Individual Classroom Teachers	Weekly & Daily

Review of teaching practice

Kunyang 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	17/09/2025
Approved by	Kim Jackson
Next scheduled review date	17/09/2028