

Curriculum Framework Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy please contact the office at Spring Parks PS.

PURPOSE

The purpose of this framework is to outline Spring Parks 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.

OVERVIEW

Spring Parks 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.

Spring Parks 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](#)

Spring Parks Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Example School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad 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 and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our

school we access Victorian Lesson Plans and Phonics Plus and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Spring Parks Primary School implements its curriculum through the delivery of structured Literacy and Mathematics lessons, Wellbeing lessons, Humanities lessons, Science, Design and Technology lessons and specialist classes comprised of Mandarin, Performing Arts, Visual Arts and Physical Education. At Spring Parks Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five, sixty 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, termly overview plans. We use the scope and sequence plans provided by the Victorian Lesson Plans on ARC to guide our termly and weekly planners.

Language provision

Spring Parks Primary School will deliver Mandarin as a Language, based on the fact that it engages both brain hemispheres through tonal practice, improves memory, and fosters empathy, providing a competitive edge in a globalised, Asia-literate economy while opening doors to deeper cultural understanding.

Pedagogy

The pedagogical approach at Spring Parks Primary School students will be taught and supported through a consistent, evidence-informed pedagogical approach aligned with FISO 2.0. Across the school, teachers will implement agreed High Impact Teaching Strategies (HITS) including clear learning intentions and success criteria, explicit instruction, worked examples, questioning, structured collaborative learning, formative assessment and timely feedback. Lessons will follow a consistent instructional model to support clarity, engagement and cognitive load management. Subject-specific strategies will complement this approach, including explicit phonics and reading instruction in literacy, problem-solving and mathematical reasoning in numeracy, and inquiry-based learning in integrated curriculum areas. Differentiation will be embedded through targeted scaffolds, adjustments and extension to ensure all students are appropriately challenged and supported. Data-informed practice, regular teaching sprints and ongoing moderation will ensure teaching is responsive, consistent and focused on improving student outcomes.

Assessment

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

Students at Spring Parks 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.

Our school implements a comprehensive and balanced assessment approach as part of our school-based curriculum program, ensuring assessment drives responsive teaching and improved student outcomes. Formative assessment is embedded in daily practice through strategies such as exit slips, conferencing, questioning, observations and ongoing feedback to monitor understanding and inform

next steps in learning. Teachers regularly analyse student work samples and have PLT discussions to adjust instruction and provide targeted support or extension.

Summative assessment is conducted through agreed whole-school assessment schedules to track growth and achievement over time. This includes DIBELS and phonics checks to monitor early reading development, the Mathematics Online Interview to assess foundational numeracy understanding, and PAT testing to measure growth in literacy and numeracy.

Spring Parks Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) and Disability Inclusion (DI), 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 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

Spring Parks Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Spring Parks 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 Spring Parks Primary School implements the Reporting Student Achievement and Progress Foundation to 10 Policy in line with Department of Education requirements to ensure clear, accurate and meaningful communication about student learning and wellbeing.

We provide families with two formal written reports each year that outline student achievement against the Victorian Curriculum standards, progress over time, and next steps for learning. Reports include information about academic progress, work habits and personal and social development. Teacher judgements are based on a range of evidence including formative and summative assessment, observations, and student work samples to ensure accuracy and consistency.

In addition to written reports, we offer scheduled parent-teacher conferences to provide an opportunity for deeper discussion about each child's progress, strengths and areas for growth. These meetings support a shared understanding of learning goals and allow families to ask questions and contribute insights about their child.

Students are encouraged to engage in reflective conversations about their learning through goal setting and student voice opportunities, helping them understand their progress and next steps.

School reports are 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.

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	<ul style="list-style-type: none"> - Data from Learning Walks focusing on specific areas of teacher practice - ATOSS Data (specifically related to teaching and learning) - NAPLAN Data - Alignment with the AIP/Strategic Plan targets 	Leadership Team Curriculum Leaders	Yearly
Curriculum Areas	<ul style="list-style-type: none"> - Most recent guidance from the DET - NAPLAN Data - ATOSS Data - Teaching Sprints 	Leadership Team PLT Members	Termly
Year levels	<ul style="list-style-type: none"> - Formative assessment data - Observations of student engagement and participation - ATOSS Data - Adherence to scope and sequence documentation 	PLT Members	Termly
Units and lessons	<ul style="list-style-type: none"> - Observations of student engagement and participation - Records of student understanding through formative assessments - Adherence to scope and sequence documentation - Consistency across campuses - Approved DET resources (VLPs, Phonics Plus) 	PLT Members	Weekly

Review of teaching practice

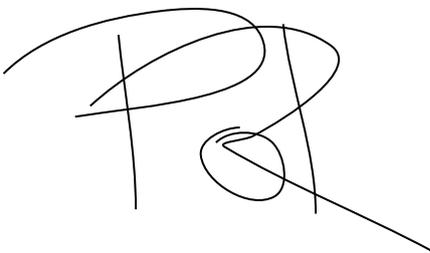
Spring Parks Primary School reviews teaching practice via:

- Professional Learning Teams, 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.

- Termly Teaching Sprints which focus on an area of teaching practice that can be improved, trials new methods and evaluates effectiveness based on student understanding and engagement.

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

Policy Last Reviewed	February 2026
Approved By	Philip O'Reilly, Principal
Approval Authority (Signature & Date)	
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