Curriculum Framework Policy

Responsibility: Assistant Principal

Reviewed by Council: October, 2026

Due for Review: October, 2029

Help for non-English speakers

If you need help to understand the information in this policy, please contact Wooranna Park Primary School via phone (03) 9795 2007 or email *wooranna.park.ps@education.vic.gov.au*.

Purpose	The purpose of this framework is to outline Wooranna Park 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	Wooranna Park 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.
	
	Wooranna Park 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. Planning also recognises curriculum areas organised by levels and supports progression within composite classes.
	• 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 Wooranna Park Primary School we are striving to create a bright future for every learner, building the foundations for life in an inclusive and welcoming learning environment. Our curriculum considers each student's individual potential and diverse capabilities. Our culturally and linguistically diverse community includes many students learning English as an additional language. We provide a cohesive and sequenced curriculum, with appropriate support and extension, to enable all students to participate, develop their knowledge and skills and make progress. We encourage students to develop critical and creative thinking skills through

	respectful and responsible collaboration, so they can be active citizens and contribute to the world around them.
Implementation	Wooranna Park Primary School implements its curriculum through classroom and specialist programs from Foundation to Year 6. The teaching and learning program addresses English, Mathematics, Science, Humanities, the Arts, Languages, Health and Physical Education, and Technologies. The Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social capabilities are developed across relevant learning areas. The school is strengthening a sequenced, knowledge rich curriculum across all learning areas. Whole school scope and sequence documents and curriculum cycles support curriculum coverage and progression. Within the core curriculum, units build subject knowledge and vocabulary and make purposeful connections with English texts where appropriate. Teachers select and adapt suitable resources to meet curriculum requirements and students' learning needs. Digital technologies support teaching and learning in accordance with the school's Digital Learning Policy. At Wooranna Park Primary School, class time is structured into a weekly timetable, with five hours of learning per day delivered through six, fifty minute sessions. These are organised into three learning blocks comprising three sessions, two sessions and one session respectively. Sessions are allocated to classroom and specialist learning areas. 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** Wooranna Park Primary School delivers Japanese as a Language through the specialist program from Foundation to Year 6. The program develops students' Japanese language skills and intercultural understanding. Continuing Japanese builds on the school's established language program and supports continuity of learning. **Pedagogy** The pedagogical approach at Wooranna Park Primary School is evidence informed and is being aligned with the Victorian Teaching and Learning Model 2.0. Our instructional model supports explicit teaching and supported application through clear explanations, modelling, worked examples, guided practice, checks for understanding and feedback. Teachers use assessment evidence to respond to students' learning needs and support increasing independence. English instruction develops oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension, alongside writing. Phonics Plus supports a structured literacy approach, including systematic synthetic phonics in Foundation to Year 2. Mathematics instruction connects concrete materials, representations and abstract notation, with opportunities for fluency, reasoning and problem solving. A multi tiered system of support connects high quality classroom instruction with targeted and intensive support where required. Reasonable adjustments and extension enable students to access the curriculum and demonstrate learning.
Assessment	Wooranna Park Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy. Students at Wooranna Park Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

	Wooranna Park Primary School has a documented Assessment Schedule that sets out agreed assessment requirements, purposes, cohorts and timeframes. Assessment evidence is recorded in agreed school systems and used to monitor individual, cohort and whole school achievement and progress. Teachers gather and respond to evidence through short cycle assessment within and between lessons, medium cycle assessment across learning sequences and units, and long cycle assessment across terms, semesters and years. Formative assessment can occur across all three cycles when teachers use evidence to respond to students' learning needs and adjust their teaching. Screening identifies students who may require further diagnostic assessment to clarify their learning needs. Progress monitoring evaluates students' response to teaching and support. Agreed assessments, their purposes and timing are documented in the school's Assessment Schedule. • Teachers at Wooranna Park 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. • 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. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences. • 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. • Wooranna Park Primary School will develop Individual Education Plans (IEPs) for students required to have one under departmental policy, including Koorie students, students in statutory out of home care and students supported through individualised disability funding, including the Program for Students with Disabilities (PSD) and Disability Inclusion. Plans are developed in consultation with students, parents and carers and, where appropriate, outside agencies, and are reviewed regularly. • Teachers will assess the achievements of students with disability in the context of the Victorian Curriculum and Foundation Levels A–D where applicable. • The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL. Assessment uses the relevant curriculum version in accordance with departmental implementation timelines. • 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	Wooranna Park Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Wooranna Park 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 Wooranna Park Primary School, teacher judgements are based on evidence of demonstrated learning against the relevant achievement standards. Reports reflect each student's achievement and progress along the curriculum continuum.

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.

- Wooranna Park 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).
- Wooranna Park Primary School will use an appropriate five-point scale for other areas of the curriculum, consistent with departmental reporting requirements. EAL reporting uses the relevant EAL achievement standards and an appropriate alternative scale. Applicable reporting provisions for students with disability and additional needs will be followed.
- 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

The School Improvement Team reviews whole school learning data at least once a term. An annual curriculum audit checks coverage, sequence and alignment with the Victorian Curriculum and informs future planning. Teaching teams review curriculum overviews and learning sequences through collaborative planning, and leadership oversees coordination across classroom and specialist programs.

Planning level	Process and data used	Responsibility	Timeframe
Whole school	Audit curriculum coverage and progression; review student achievement and progress, whole school plans, the SSP and AIP.	Principal, Assistant Principal and School Improvement Team	Annually; learning data reviewed at least once a term
Curriculum areas	Review scope and sequence, resources, assessment and reporting alignment using student learning and moderation evidence.	Assistant Principal, Curriculum leaders, teaching teams and specialist teachers	Annually and when curriculum requirements change

Year levels	Review curriculum overviews, composite cycles, cohort learning needs and assessment evidence during collaborative planning.	PLC leaders, teaching teams and specialist teachers	Each term
Units and lessons	Review learning sequences and adapt teaching using student responses, work samples and assessment evidence.	Classroom and specialist teachers	Ongoing, during and following units

Review of teaching practice

Wooranna Park 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. Instructional coaching, classroom modelling, observation and feedback provide further opportunities to improve 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 our 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, Assessment Schedule and Reporting Cycle.

Policy Review and Approval		
	Policy last reviewed	July 2026
	Policy consultation	Staff via staff newsletter on 16 October 2026 School Council on 27 October 2026
	Policy approved by	Principal
	Next scheduled review date	July 2029