



Curriculum Framework

PURPOSE

The purpose of this framework is to outline Wallan 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 overviews and unit and lesson curriculum plans.

OVERVIEW

Wallan 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.

Wallan 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](#)

Wallan Primary School is committed to using evidence-based practice for teaching and learning. The school has developed a culture that strives for continual and ongoing improvement. 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 and include the use of a wide variety of technology to assist in student learning. The Wallan Primary School Literacy, Numeracy and Inquiry program provides a sequential and comprehensive curriculum that clearly reflects the Victorian Curriculum and includes student voice and agency. Teachers collaboratively plan

curriculum with the support of the Learning Specialists and PLC Leaders in their teaching teams in order to provide the best teaching and learning experiences for the students in all year levels throughout the school. There is a strong commitment to Professional Learning with a key focus on mentoring, coaching, observations and feedback to improve teaching practice.

Wallan Primary School is committed to providing high-quality well-being and learning for all students in a safe, caring and stimulating environment. An essential element of this is clear expectations and procedures that reflect our values and school vision.

Our vision: Wallan Primary School supports and empowers all learners to embrace challenges and celebrate achievements.

Our values: • Do Your Best • Help Others Succeed • Respect Your Environment.

Our motto: "Working Together for a Better Future" "Because they're worth it."

IMPLEMENTATION

Wallan Primary School implements its curriculum through sequenced lessons for English, Mathematics, The Arts, Health and Physical Education, Language (Auslan) and through Inquiry topics including Science, Humanities, Technologies and the Capabilities. At Wallan Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 X 60-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 overviews and unit and lesson curriculum plans.

Language provision

Wallan Primary School will deliver Auslan as a Language, based on feedback from our school community.

Teaching Australian Sign Language (Auslan) contributes to building a more compassionate and diverse society while promoting equal opportunities for all students by:

- Promotes inclusivity: creates a more inclusive environment for Deaf and hard of hearing students, allowing them to communicate effectively with their peers, teachers, and the wider community.
- Enhances Communication Skills: broadens students' communication skills, providing them with an alternative way to interact and express themselves. It also fosters empathy and understanding toward people who communicate differently.
- Deepens Cultural Awareness: raises awareness and respect for the culture, history, and experiences of the Deaf community.
- Teaches Empathy and Understanding: encourages empathy, helping hearing students better understand the challenges that Deaf people face in a predominantly hearing world. It helps students develop a sense of social responsibility and inclusivity.

Pedagogy

The pedagogical approach at Wallan Primary School, In alignment with the Framework for Improving Student Outcomes (FISO) 2.0, is designed to ensure that all students are taught and supported through a combination of evidence-based, high-impact teaching and learning strategies.

Teachers use explicit instruction to clearly communicate learning goals, provide scaffolding, and use formative assessment to monitor and adjust teaching. Collaborative learning opportunities allow students to engage in peer discussions, problem-solving, and shared tasks, enhancing their critical thinking and communication skills.

Subject-specific strategies are used to deepen content knowledge, such as inquiry-based learning. Teachers incorporate differentiated instruction to address diverse learning styles and abilities, ensuring each student receives support.

Additionally, Formative and summative feedback is ongoing to guide student progress and inform instructional practices. Wallan Primary School is committed to continuous improvement, with regular professional development ensuring that teaching staff remain knowledgeable about best practices, research-based strategies, and emerging pedagogical trends to provide the highest quality of education for all students.

Students are supported to learn through a student-centered, inclusive pedagogical approach with a focus on fostering an engaging and supportive learning environment that prioritises the individual needs of each student. Key strategies include:

-Explicit Teaching: Teachers model and explain key concepts, breaking down new learning into smaller, manageable steps. Regular formative assessments are used to gauge student progress, ensuring timely feedback and opportunities for reflection.

-Collaborative Learning: Students work in pairs or small groups, engaging in peer learning opportunities that promote interactive communication, active engagement, and mutual support.

-Differentiated Instruction: Teachers use a variety of resources and teaching methods, including visual aids, videos, and interactive technology, to ensure that all students, including those with additional needs, can access the content.

-Scaffolding and Gradual Release of Responsibility: Teachers provide scaffolding to support students' learning, gradually shifting responsibility from the teacher to the students through the "I do, we do, you do" model.

-Active Learning and Engagement: Students are actively involved in their learning through hands-on activities, real-world applications, and problem-solving tasks.

-Feedback and Reflection: Regular, constructive feedback is provided to students, helping them identify areas for improvement. Students are encouraged to reflect on their learning journey and set goals for further development, fostering a growth mindset.

-Use of Technology: Technology is integrated strategically to enhance learning experiences, promote student engagement, and support self-directed learning.

Assessment

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

- Teachers at Wallan 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.
- Formative assessment occurs regularly during lessons to monitor student understanding and guide ongoing teaching. These assessments are designed to provide immediate feedback and allow for adjustments in teaching strategies. Examples include quizzes, class discussions, exit tickets, peer assessments, and self-assessments. Formative assessments allow teachers to identify learning gaps, offer timely interventions, and adjust teaching methods to meet students' needs.
- Summative assessment is used at the end of a learning unit or semester to evaluate and measure student achievement against achievement standards. This includes tests, assignments, projects, presentations, and standardised assessments. Summative assessments provide a clear picture of students' overall understanding and mastery of content, enabling teachers to report on progress to students, parents, and school leaders.
- 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.
- Wallan Primary School will develop Individual Education Plans (IEPs) for students who are part of Disability Inclusion (DI), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- 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

Wallan Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Wallan 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.

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.

- Wallan 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, The Arts, Health and Physical Education and Science, Humanities and Technology (where applicable).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Student Led Conferences 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

Wallan Primary school follows a structured and collaborative approach to reviewing its curriculum plans at multiple levels—whole school, curriculum area, year level, and unit/lesson levels. This ensures that the curriculum remains relevant, effective, and aligned with educational standards and the needs of our students. Below are the procedures outlining how and when curriculum reviews are conducted and who is involved in the process:

Whole School Curriculum Review: The curriculum leadership team conducts a comprehensive review of its entire curriculum at regular intervals, typically at the end of each academic year. The review process involves analysing the overall effectiveness of the curriculum in achieving the school's educational goals and student outcomes.

Curriculum Area Review: Curriculum areas (e.g., English, Mathematics, Technologies, etc.) are reviewed as a part of the whole school curriculum review. The curriculum leadership team reviews whether the area is meeting the intended learning outcomes, identifies any areas for improvement, and ensures that teaching resources and assessment practices are appropriate and up to date. Data from assessments, student feedback, and teacher observations are reviewed to gauge the effectiveness of the curriculum delivery within the

area. Curriculum area reviews are typically conducted every two years or sooner if there are significant curriculum changes or identified concerns within a particular subject area.

Year Level Review: Year Level Teams (teachers of the same grade level), led by the Year Level Coordinator evaluate how well the curriculum is being delivered to students at each grade level and determine if the curriculum is appropriately sequenced and whether students are meeting grade specific learning expectations. Teachers discuss student outcomes, sharing best practices and areas of concern. This also includes a reflection on teaching strategies, differentiation, and interventions used within the year level. A year level review occurs at least once per year, at the end of the academic year, or following the completion of major assessments or projects.

Unit/Lesson-Level Review: After each unit or at the end of a major learning sequence teachers conduct regular reviews of individual units and lessons to evaluate their effectiveness and student engagement. This includes reviewing lesson plans, student assessments, and feedback to determine which strategies are most effective and where adjustments are needed.

This collaborative, multi-level review process ensures that our curriculum remains dynamic, adaptable, and aligned with student needs. We ensure that the curriculum remains responsive to changes in educational standards and supports the achievement of the best outcomes for our students.

Review of teaching practice

Wallan Primary School reviews teaching practice via a structured and collaborative process that ensures continuous improvement in instructional strategies and student outcomes. This review process involves multiple levels of reflection, feedback, and professional development, including the following key strategies:

-Peer Observations and Feedback to observe each other's teaching practices. This collaborative approach allows for the sharing of best practices, identification of areas for improvement, and constructive feedback.

-The Performance and 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.

-Student Feedback and Assessment Data to gauge the effectiveness of their instruction and identify areas where students may need additional support.

-Professional Development to stay current with new teaching methodologies, curriculum changes, and educational technologies.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)

- o [Assessment of Student Achievement and Progress Foundation to 10](#)
 - o [Digital Learning in Schools](#)
 - o [Students with Disability](#)
 - o [Koorie Education](#)
 - o [Languages Education](#)
 - o [Physical and Sport Education — Delivery Requirements](#)
 - o [Holocaust Education](#)
 - o [Reporting Student Achievement and Progress Foundation to 10](#)
 - o [Sexuality and Consent Education](#)
 - o [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - o whole school curriculum plan
 - o scope and sequences for each year level
 - o unit plans

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Approved by	Tanya Kirkright - Principal
Next scheduled review date	March 2028