

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers If you need help to understand the information in this policy, please contact Mount Martha Primary School Office 0359742800 or email Mount.Martha.PS@education.vic.gov.au

PURPOSE

The purpose of this framework is to outline Mount Martha 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, specialist programs, year level and unit / lesson curriculum plans.

OVERVIEW

Mount Martha 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.

Mount Martha 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](#)

The school vision states, Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world. To achieve this, Mount Martha Primary School expects 4 core values from each child — Knowledge, Integrity, Collaboration and Respect — and it is these values that empower students to make positive change. Mount Martha Primary School is a Schoolwide Positive Behaviour Supports (SWPBS) school, an evidence-based framework that



supports DET priorities and the Victorian Teaching and Learning Model 2.0 to build consistent, whole-school systems that promote positive behaviour, wellbeing and inclusion.

IMPLEMENTATION

Mount Martha Primary School implements its curriculum so that English and Mathematics receive the greatest time allocation within the school week. The programs in the key learning areas reflect DET Guidelines and Victorian Curriculum. At Mount Martha Primary School there are seven specialist areas – Physical Education, Visual Arts, Performing Arts, Science, Languages, Social and Emotional Learning, and Digital Technologies. Class time is structured into a fortnightly timetable, with five hours of learning per day.

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, specialist programs, year level and unit / lesson curriculum plans. The Mount Martha Primary School Lesson Structure is informed by the Victorian Teaching and Learning Model (VTLM) 2.0 (See Appendix 1)

Language provision

Mount Martha Primary School will deliver Japanese as a Language where students will build cultural understanding and communication skills.

Pedagogy

At Mount Martha Primary School, the pedagogical approach is Explicit Instruction. This method involves breaking learning down into manageable steps, providing clear explanations, and offering guided practice until students are ready to demonstrate their understanding independently. Teachers carefully sequence content and introduce new concepts in small, structured chunks. They explain how to complete tasks, why they matter, and how each task connects to and builds on prior knowledge. Worked examples and demonstrations are frequently used to model problem-solving and task completion. Ongoing checks for understanding help teachers identify misconceptions and provide targeted support. Learning progresses through the gradual release of responsibility, with supports reduced as students develop mastery, enabling them to apply their knowledge and skills to increasingly complex and independent tasks.

Assessment

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

Students at Mount Martha 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.

- Teachers at Mount Martha 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.
- Mount Martha 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.
- 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

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

School reports 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.

- Mount Martha 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parents will have the opportunity to connect with the classroom teacher and discuss additional needs at “Meet the Teacher” interviews in Term 1. Parent-teacher interviews, conducted mid-year, 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. Parents can request a parent/teacher interview at any time.

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	Student data in Numeracy and Literacy will drive whole school curriculum priorities through the School Strategic Plan. Goals will be monitored and drive improvement planning by the School Improvement Team. Curriculum priorities will be reviewed and adjusted accordingly when the Annual Implementation Plan is prepared for the following year.	School Improvement Team consisting of Principal, AP Teaching & Learning, AP Wellbeing, Instructional Leaders.	SIT meetings 3 times per term. AIP preparation in Term 4.
Curriculum Areas	Curriculum areas will be audited by the School Improvement Team against the Victorian Curriculum 2.0. Years level and specialist teams will work closely with the SIT team to achieve consistency. Whole school professional development opportunities will be provided to all staff in curriculum areas, aligned with the School Strategic Plan and the Annual Implementation Plan.	School Improvement Team	Ongoing
Year levels	A Scope and Sequence in both Literacy and Numeracy will be followed for teaching and learning at year levels, with student data informing adaptive and responsive teaching strategies to support and extend students. All teachers will be required to work with their teams to contribute to the development and implementation of guaranteed and viable Victorian Curriculum 2.0 based programs for all students, using agreed planning templates,	AP Teaching & Learning, Instructional Leaders, PLC Leaders.	Weekly planning meetings with a review on Planning Day at the end of each term.

	assessment tools and lesson structures (see Appendix 1).		
Units and lessons	All year level teams work as a Professional Learning Community (PLC) to collect student achievement data. This data is used to monitor academic and social emotional growth of students and inform the planning of units and lessons using the Framework for Improving Student Outcomes (FISO) 2.0. FISO 2.0 is a structured process to enhance student learning and wellbeing outcomes. It consists of four phases: Evaluation, Goal setting, Planning and Implementation. All staff will have input into school decisions resulting from interpretations of student achievement data.	Year level teams led by PLC Leaders, supported by Instructional Leaders.	Weekly

Review of teaching practice

Mount Martha 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
 - unit plans/sequence of lessons.

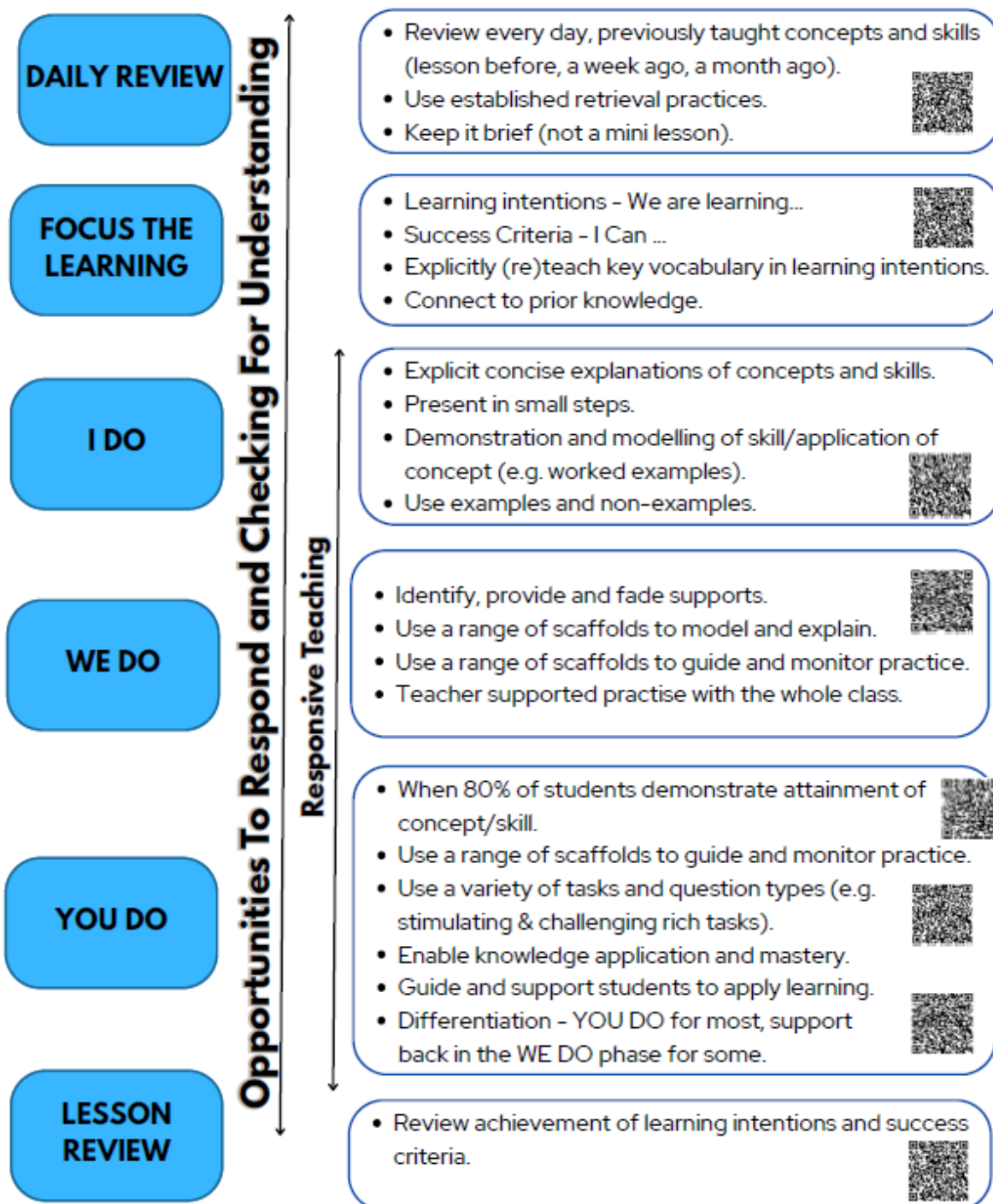
POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2025
Approved by	Karen Walker
Next scheduled review date	September 2029

MMPS LESSON STRUCTURE



The expected structure of a lesson in any learning area is as follows:



Informed by VTLM 2.0, AERO and the work of Rosenshine & Archer & Hughes