

CURRICULUM FRAMEWORK POLICY



PURPOSE

The purpose of this framework is to outline Frankston Heights Primary School's organisation, implementation and review of curriculum and teaching practices. The framework outlines how the school delivers the Victorian Curriculum F-10, assesses and monitors student learning and achievement, reviews curriculum and teaching practice, and reports student achievement and progress to students and parents/carers.

This Curriculum Framework should be read in conjunction with the Whole-School Curriculum Plan, curriculum scope and sequence documents, year-level term planning overviews and weekly lesson sequences.

OVERVIEW

Frankston Heights Primary School provides a planned, structured and comprehensive curriculum underpinned by the Victorian Curriculum F-10 and aligned with the requirements of the Victorian Department of Education and the Victorian Curriculum and Assessment Authority (VCAA).

Our curriculum is designed to provide every student with the knowledge, skills, capabilities and dispositions they need to achieve their potential, participate successfully in their community and develop as confident, independent and lifelong learners. The school maintains high expectations for all students and supports each student to make progress and achieve their personal best.

Curriculum at Frankston Heights Primary School encompasses all aspects of student learning and development, including what is taught, how it is taught and the environment in which learning occurs. Teaching and learning programs are inclusive, evidence-informed, sequential and responsive to student needs. Learning experiences are designed to engage and challenge students, develop deep understanding, foster critical and creative thinking, promote social and personal capabilities, and provide opportunities for students to take increasing ownership of their learning.

In accordance with the [Victorian Curriculum F-10 Revised curriculum planning and reporting guidelines \(PDF\)](#), Frankston Heights Primary School:

- provides a defined and documented curriculum that forms the basis of student learning
- develops and maintains a Whole-School Curriculum Plan that documents the school's teaching and learning program across curriculum areas
- reports student learning and achievement against the relevant curriculum achievement standards
- communicates student learning, achievement and progress to students and families in accordance with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy
- complies with Department of Education requirements relating to curriculum provision, including [Physical and Sport Education - Delivery Outcomes](#) and [Sexuality and Consent Education](#).

Curriculum planning aligns with the school's School Strategic Plan, which establishes the school's long-term vision, goals and improvement priorities. The Annual Implementation Plan (AIP) translates these priorities into specific annual actions, targets and measures that guide

implementation and support the monitoring and evaluation of student learning and school improvement.

The school uses appropriate educational resources, technologies and teaching strategies to support curriculum delivery. Assessment and reporting practices monitor student learning, inform teaching, identify areas for further development and provide meaningful feedback to students and families.

Through this approach, Frankston Heights Primary School provides a curriculum that is rigorous, relevant, inclusive and responsive, ensuring that all students have meaningful opportunities to learn, grow and achieve success.

IMPLEMENTATION

Frankston Heights Primary School implements a planned and sequenced curriculum in accordance with the Victorian Curriculum F-10, VCAA curriculum planning requirements and relevant Department of Education policies and guidelines. Curriculum delivery is documented in the Whole-School Curriculum Plan and reviewed annually to ensure appropriate curriculum coverage, instructional time and responsiveness to student learning needs.

All students participate in planned programs across the required curriculum areas. Year-long programs are provided in English, Mathematics, Physical Education, The Arts, Science and Wellbeing, with Design and Technologies and Digital Technologies taught through identified curriculum programs and embedded learning experiences.

Inquiry units are used to deliver Health and Humanities curriculum content across the following cycles:

- Foundation-Year 2: Students undertake a unit of inquiry each term, with Health, History and Geography covered across the three-year cycle
- Years 3-4: Students undertake a unit of inquiry each term, with Health, History, Geography and Civics and Citizenship covered across the two-year cycle
- Years 5-6: Students undertake a unit of inquiry each term, with Health, History, Geography, Civics and Citizenship, and Economics and Business covered across the two-year cycle.

The Victorian Curriculum Capabilities, Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social Capability are developed through learning area content and classroom learning experiences.

The school provides a minimum of 25 hours of instruction per week, consistent with Department of Education requirements. The weekly timetable provides structured time for classroom and specialist learning programs and is reviewed as part of annual curriculum planning.

CLASSROOM LEARNING PROGRAMS	
Subject	Minutes per week
English	600 mins
Mathematics	350 mins
Inquiry (Civics & Citizenship, History, Geography, Technologies, Economics, Health)	100 mins
Wellbeing (Morning Circle and classroom program)	110 mins
Sport	50 mins
Library	30 mins

Specialist Learning Programs	
Subject	Minutes per week
Physical Education	50 mins
Visual Arts	50 mins
Performing Arts	50 mins
Student Wellbeing: Respectful Relationships	50 mins
Science	50 mins

The school operates under a Department-approved exemption from the provision of LOTE.

Curriculum planning ensures that all learning areas and capabilities are addressed within the relevant Victorian Curriculum one-year or two-year band, providing comprehensive curriculum coverage from Foundation to Year 6. Curriculum coverage and sequencing are outlined in [Appendix 1: Whole-School Curriculum Overview](#).

Curriculum programs are designed to respond to the diverse learning needs of all students and provide appropriate support, extension and challenge. Planning considers the needs of students with disability and additional learning needs, high-ability students and students from culturally and linguistically diverse backgrounds. Assessment data and knowledge of student learning needs inform curriculum planning and the implementation of targeted strategies.

Resources for teaching and learning are allocated strategically through school program budgets to support effective curriculum delivery. Curriculum implementation, coverage and effectiveness are monitored through the school's planning and review processes and adjusted in response to student learning data, Department requirements and identified school priorities.

PEDAGOGY

The [Frankston Heights Primary School Learning Model \(Appendix 2\)](#) provides a consistent, whole-school framework for planning and delivering high-quality teaching and learning. It is informed by the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and evidence-informed research, including guidance from the Australian Education Research Organisation (AERO).

The Learning Model supports teachers to design learning that is explicit, systematic, appropriately sequenced and responsive to student needs. It establishes consistent expectations for lesson design and delivery while allowing teachers to make purposeful adjustments based on the learning area, content and individual learning needs of students.

Key features of the model include:

- activation and review of prior learning
- clear learning intentions and success criteria
- explicit teaching and modelling of new knowledge and skills
- clear explanations, worked examples and effective questioning
- scaffolding and guided practice, followed by opportunities for independent practice and application
- ongoing formative assessment and checks for understanding
- timely, specific feedback that supports students to improve their learning
- opportunities for students to consolidate, review and reflect on their learning.

The Learning Model provides a shared language and consistent expectations for teaching practice across the school. It supports teacher collaboration, professional learning and ongoing reflection on the effectiveness of teaching. The gradual release of responsibility supports

teachers to intentionally move students from dependence on teacher support towards increasing independence and ownership of their learning.

Through the Learning Model, Frankston Heights Primary School is committed to ensuring that teaching practices are evidence-informed, aligned with VTLM 2.0 and focused on maximising learning and achievement for every student.

ASSESSMENT

Frankston Heights Primary School implements assessment practices in accordance with the Department of Education's [Assessment of Student Achievement and Progress Foundation to 10](#) policy and the Victorian Curriculum F-10.

Assessment is an integral part of teaching and learning and is used to identify student learning needs, monitor progress, provide feedback, inform teaching and support ongoing improvement in student achievement.

Students are provided with multiple and varied opportunities to demonstrate their knowledge, skills and understanding across the curriculum. Teachers use a range of formative and summative assessment practices to gather valid and reliable evidence of learning and growth. Student self-assessment and reflection are also used to develop students' understanding of their learning and next steps.

Teachers use assessment evidence to:

- identify students' prior knowledge and learning needs
- monitor progress and achievement against relevant Victorian Curriculum achievement standards
- provide timely and purposeful feedback
- inform lesson planning, learning adjustments, intervention and extension
- communicate student progress and achievement to students and families.

Assessment occurs throughout the teaching and learning cycle. Formative assessment is used to check understanding and inform immediate and future teaching, while summative assessment provides evidence of achievement at the conclusion of a learning sequence or reporting period.

Assessment tasks provide appropriate opportunities for all students to demonstrate their learning and include clear instructions, appropriate scaffolds and sufficient time for completion. Reasonable adjustments are made where required to enable students with disability or additional learning needs to demonstrate their knowledge and skills.

Teachers follow the Frankston Heights Primary School Assessment Schedule to ensure systematic collection of assessment evidence from Foundation to Year 6. Assessment data and work samples are shared collaboratively within teaching teams to monitor student progress and inform classroom and school planning.

Students with additional learning needs are supported through appropriate adjustments and individualised planning where required. Students with disability or impairments are assessed against the Victorian Curriculum F-10 or, where applicable, the [Towards Foundation Level Victorian Curriculum](#). English as an Additional Language students are assessed using the [Victorian Curriculum F-10 EAL](#).

Individual Education Plans (IEPs) are developed, where required, to establish appropriate learning goals, adjustments and monitoring processes. IEPs are developed for students participating in the Disability Inclusion Program (DIP), students whose achievement is significantly below or above the expected level, Koorie students and students in Out-of-Home Care, in

consultation with the student, parents/carers and, where appropriate, relevant external professionals or agencies.

Teachers engage in assessment moderation using shared assessment criteria, rubrics and student work samples to support consistent teacher judgement and reliable assessment of student achievement.

REPORTING

Frankston Heights Primary School reports student achievement and progress to students and parents/carers in accordance with the Department of Education's [Reporting Student Achievement and Progress Foundation to 10](#) policy and the Victorian Curriculum F-10.

Reporting is an ongoing process that provides students and families with clear information about learning, achievement, progress and future learning goals. Assessment information is shared with parents/carers throughout the year through both formal and informal communication, including Parent-Teacher Interviews, Three-Way Conferences and other appropriate communication channels.

Written Reports

Parents/carers receive a written student report at the end of Semester 1 and Semester 2. Reports are written in clear, accessible language and are provided digitally through the Sentral parent portal.

Student reports:

- report student achievement against the relevant [Victorian Curriculum F-10 achievement standards](#) or, where applicable, the [Victorian Curriculum F-10 EAL achievement standards](#)
- provide information about both student achievement and progress
- provide information about student learning
- use an age-related five-point scale to indicate student achievement in relation to the expected level for the student's age and/or year level.

Parent and Student Engagement

Parents/carers and students are provided with opportunities to discuss learning, achievement, progress and future learning goals with teachers. Parent-Teacher Interviews and Three-Way Conferences support two-way communication and provide opportunities for students and families to contribute to discussions about learning and identify appropriate next steps.

The school ensures that reporting information is accurate, meaningful and accessible, supporting students and families to understand learning progress and work collaboratively with teachers to support continued growth and achievement.

CURRICULUM AND TEACHING PRACTICE REVIEW

Frankston Heights Primary School reviews curriculum and teaching practice in accordance with the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). The FISO improvement cycle supports the identification of improvement priorities and evaluation of the impact of implemented initiatives.

Review of School Curriculum

The school uses a systematic cycle of planning, implementation, assessment, review and refinement to ensure the curriculum remains aligned with the Victorian Curriculum F-10, Department of Education requirements, the School Strategic Plan, AIP and student learning needs.

Review/ planning	Process and data used	Responsibility	Timeframe
Whole school	The SITS Leadership Team monitors curriculum implementation and school improvement priorities against the School Strategic Plan and AIP. Evidence includes NAPLAN, Victorian Curriculum achievement and progress data, Student Attitudes to School Survey, attendance and relevant school-based assessment data. The Whole-School Curriculum Plan is formally reviewed to ensure curriculum coverage, sequencing, instructional time and alignment with current Department and VCAA requirements.	School Leadership Team, SITS Leadership Team and	Fortnightly monitoring, review each term, annual curriculum review
Curriculum Areas	Curriculum leaders and professional learning teams review the implementation, sequencing and effectiveness of curriculum programs using curriculum documentation, student achievement and progress data, work samples, assessment evidence, teacher feedback and relevant student engagement data. Reviews consider curriculum coverage, consistency of practice, the effectiveness of teaching approaches and identified student learning needs. Curriculum areas are adjusted where evidence indicates a need for refinement, intervention or extension.	SITS Leaders, Professional Learning Teams	Weekly monitoring, review each term, annual formal review
Year levels	Foundation-Year 6 Professional Learning Teams collaboratively plan, implement, monitor and evaluate curriculum programs. Each term, teams develop and review curriculum planning documentation. Weekly meetings analyse student assessment and learning data to identify needs and plan learning adjustments, intervention and extension.	Year-level Professional Learning Teams and Specialist Teachers	Weekly monitoring, termly planning and review
Units and lessons	Teachers use formative assessment, observations, questioning, student work and checks for understanding to evaluate teaching and student learning. Lesson sequences and teaching approaches are adjusted in response to evidence of student learning.	Year-level Professional Learning Teams and Specialist Teachers	Daily and ongoing throughout each unit/ lesson sequence

Review of Teaching Practice

Frankston Heights Primary School is committed to the continuous improvement of teaching practice and to ensuring that teaching is evidence-informed, responsive to student learning needs and aligned with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).

Professional Learning Communities (PLCs) provide the primary structure for collaborative review and improvement of teaching practice. PLCs connect student learning needs with professional

learning, classroom practice and school improvement priorities, while fostering a culture of professionalism, shared responsibility and collaborative expertise.

Teaching practice is reviewed through a range of processes, including:

- PLCs and collaborative planning
- professional learning and professional practice discussions
- classroom observations conducted by school leaders
- review of student achievement and progress data, including assessment evidence and work samples
- moderation of student work and assessment practices.

Information gathered through these processes is used to identify effective practice, inform professional learning, support teacher development and guide curriculum and instructional improvement. The review of teaching practice is developmental and focused on strengthening teacher capacity and improving learning outcomes for every student.

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](#)
 - [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
 - curriculum scope and sequence documents
 - year level teaching and learning term overviews
 - program lesson sequences

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2026
Approved by	Principal
Next scheduled review date	July 2029

APPENDIX 1: WHOLE-SCHOOL CURRICULUM OVERVIEW

[illegible]

Note the Revised Curriculum Planning and Reporting Guidelines:

Foundation Stage (Prep-Year 2):

(a) A structured teaching and learning program in English and Mathematics at each year level

(b) Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability

(c) A learning program drawing on the other curriculum areas - History, Languages, Science, Technologies, Critical and Creative Thinking, Ethical Capability, Intercultural Capability

More information on pages 19-20

Victorian Curriculum Revised Curriculum Planning and Reporting Guidelines

PAI reference Curriculum Programs Foundation to 10

PAI reference: [Reporting Student Achievement and Progress Foundation to 10](#)

Please also refer to applicable sector-specific information.

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Note the Revised Curriculum Planning and Reporting Guidelines:

Foundation Stage (Prep-Year 2):

(a) A structured teaching and learning program in English and Mathematics at each year level

(b) Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability

(c) A learning program drawing

(c) A learning program drawing on the other curriculum areas - History, Language Information on pages 10-11.

More information on pages 19-20:
[Visiting Curriculum](#) [Revised Curriculum Planning](#)

[Victorian Curriculum Revised Curriculum Planning and Reporting Guide](#)

[PAI reference Curriculum Programs Foundation to 10](#)

[PAI reference: Reporting Student Achievement and Progress](#)

APPENDIX 1: WHOLE-SCHOOL CURRICULUM OVERVIEW

Victorian Curriculum Plan: Year 2																																						
Victorian Curriculum Subject Areas & School Based Programs			The Arts					Critical and Creative Thinking		English		Ethical Capability		Health and Physical Education		Intercultural Capability		The Humanities		Mathematics		Personal and Social Capability		Science		Technologies				Cross-Curriculum Priorities								
			Dance	Drama	Media Arts	Music	Visual Arts	Questions & Possibilities	Reasoning	Meta-Cognition	Reading	Writing	Speaking & Listening	Understanding Ethical Concepts & Perspectives	Decision Making and Actions	Personal, Social & Community Health	Movement & Physical Activity	Cultural Identity & Belonging	Cultural Diversity	Geographical Concepts and Skills	Geographical Knowledge	Historical Concepts and Skills	Historical Knowledge	Number	Algebra & Measurement	Space	Statistics	Self-Awareness & Management	Social Awareness & Management	Science as Human Endeavour	Science Understanding	Science Inquiry	Technologies and Society	Design and Technologies	Digital Technologies	Aboriginal and Torres Strait Islander Histories and Cultures	Asia and Australia's Engagement with Asia	Sustainability
Time allocation (minutes per week)			1 4.0.0.2	1 4.0.0.3	1 4.0.0.4	1 4.0.0.5	1 4.0.0.6																															
			see key																																			
Teaching and Learning Program	Annual programs																																					
	Berry Street - Morning Circle	60 mins																																				
	English - Term 1																																					
	English - Term 2																																					
	English - Term 3																																					
	English - Term 4																																					
	Mathematics - Term 1																																					
	Mathematics - Term 2																																					
	Mathematics - Term 3																																					
	Mathematics - Term 4																																					
	PE, Sport and Running Club	100 mins																																				
	Visual Arts	50 mins																																				
	Performing Arts	50 mins																																				
	Wellbeing 3000	50 mins																																				
	Science	50mins																																				
	Library	30 mins																																				
	Wellbeing	50 mins																																				
	Semester 1 programs																																					
	Inquiry topic: WELLBEING	100 mins																																				
	Inquiry topic: THE GOOD OLD DAYS	100 mins																																				
Semester 2 programs																																						
Inquiry topic: HOW ARE WE FEELING BIG THINGS GROW	100 mins																																					
Inquiry topic: VISITING VICTORIA	100 mins																																					
Key: The Arts																																						
Dance strands																																						
1 Exploring																																						
2 Developing Practices																																						
3 Creating																																						
4 Presenting																																						
Drama strands																																						
1 Exploring																																						
2 Developing Practices																																						
3 Creating																																						
4 Presenting																																						
Media Arts strands																																						
1 Exploring																																						
2 Developing Practices																																						
3 Creating																																						
4 Presenting																																						
Music strands																																						
1 Exploring																																						
2 Developing Practices																																						
3 Creating																																						
4 Presenting																																						
Visual Arts strands																																						
1 Exploring																																						
2 Developing Practices																																						
3 Creating																																						
4 Presenting																																						

APPENDIX 1: WHOLE-SCHOOL CURRICULUM OVERVIEW

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Below the Revised Curriculum Planning and Reporting Guidelines:

Breadth Stage (Years 3-8):

- (a) A structured teaching and learning program in English, Mathematics and Science at each year level
- (b) Substantial attention to Health and Physical Education
- (c) A language program
- (d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
- (e) A program of teaching of **Arts disciplines** of Years 3, 4, 5, 6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts
- (f) A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies
- (g) A learning program that includes in each two-year band of schooling each of the Capabilities: Critical and Creative Thinking, Ethical Capability, Intercultural Capability & Personal & Social Capabilities

More information on page 16

Victorian Curriculum, Assessment and Reporting Guidelines

[VCE reference Curriculum Programs Framework for 10](#)

[VCE reference Curriculum Framework and Assessment Framework for 10](#)

People also refer to applicable sector-specific information

APPENDIX 1: WHOLE-SCHOOL CURRICULUM OVERVIEW

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Key: The Arts				
Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands
1 Exploring	1 Exploring	1 Exploring	1 Exploring	1 Exploring
2 Developing Practices	2 Developing Practices	2 Developing Practices	2 Developing Practices	2 Developing Practices
3 Creating	3 Creating	3 Creating	3 Creating	3 Creating
4 Presenting	4 Presenting	4 Presenting	4 Presenting	4 Presenting

Key: The Humanities	
Civics and Citizenship strands	Economics and Business strands
1 Government and Democracy	1 Resource allocation and making choices
2 Law and Citizens	2 The business environment
3 Citizenship, Diversity and Inclusion	3 Consumer and financial literacy
4 All strands covered	4 Work and work futures
	5 Entrepreneurial behaviour and capabilities
	6 Reasoning and Interpretation
	7 Multiculturalism

Note the Revised Curriculum Planning and Reporting Guidelines:

(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) Substantial attention to Health and Physical Education

(c) A languages program

(d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5

(e) An Arts program, including **at least 5 Arts disciplines at Years 3-4**, and at Years 5-6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts

(f) A Technology program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies

(a) A learning program that includes in each two-year band of schooling each of the capabilities: Critical and Creative Thinking, Ethical Capability, Intercultural Capability & Personal & Social Capability

More information on page 20:

[More information on page 22](#)
[Victorian Curriculum Revised Curriculum Planning](#)

PAI reference Curriculum Programs foundation to 10.

[PAI reference: Reporting Student Achievement and Progress](#)

Please also refer to applicable sector-specific information.



FHPS LEARNING MODEL

HIWS

High Impact Wellbeing Strategies

Build relationships with students

Facilitate peer relationships

Establish & maintain clear classroom expectations

Support inclusion and belonging

Foster student self-efficacy

Engage students

Promote coping strategies & facilitate referrals

INSTRUCTIONAL MODEL

ELEMENTS OF TEACHING

ELEMENTS OF LEARNING

ARE YOU READY? WARM UP

Fluency Task

Attention Focus & Regulation

REVISE

Review Previous Learning
Activate Prior Knowledge

Knowledge & Memory

TEACH

I Do, We Do

LI / SC
Activate Prior Knowledge
Explicit Explanation & Modelling
Scaffold Practice
Monitor Progress - OTR

Retention & Recall

Small Chunks of New Learning

PRACTISE/APPLY

You Do

Independent Practice
Scaffold Practice
Application of New Knowledge
Monitor Progress
Catch/Check In

Mastery Application

REVIEW

Review New Learning
Reinforce Success Criteria
Share Reflect Assess (SRA)

Knowledge & Memory