



Nullawarre and District Primary School

POLICY:	CURRICULUM FRAMEWORK
NOTED BY SCHOOL COUNCIL:	September 2025
APPROVED BY PRINCIPAL:	Denise Kelly
TO BE REVIEWED:	As part of the school's four year review cycle or when changes occur to the Department's "School Policy and Advisory Guide" – September 2029



Help for non-English speakers

If you need help to understand the information in this policy, please contact Nullawarre and District Primary School for assistance.

PURPOSE

The purpose of this framework is to outline Nullawarre and District Primary School's (NDPS) 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.

This framework explains:

- how NDPS delivers its curriculum
- how curriculum and teaching practice are reviewed
- how student learning is assessed
- how student performance is recorded and monitored
- when and how progress is reported to parents.

This curriculum framework should be read alongside:

- the NDPS whole-school curriculum plan
- curriculum area plans
- year-level plans
- unit and lesson plans.

OVERVIEW

NDPS provides all students with a planned and structured curriculum to equip them with the knowledge, skills, and attributes needed for success in school and beyond.

NDPS is committed to a comprehensive curriculum based on the **Victorian Curriculum F–10 (Version 2.0)**, including Mathematics 2.0 and updated English.

We are guided by the following principles:

- A defined curriculum content is the basis for student learning.
- Curriculum planning is organised in two-year bands of schooling.
- A whole-school curriculum plan documents our teaching and learning program.
- Student learning is reported against the achievement standards in the curriculum.

- Reporting aligns to the Department's *Reporting Student Achievement and Progress F–10* policy.
- The school complies with all relevant Departmental policies including:
 - Physical and Sport Education – Delivery Outcomes
 - Sexuality and Consent Education
 - Holocaust Education – Delivery Requirements
 - [Holocaust Education – Delivery Requirements](#)

Our Values and Culture

At NDPS, we uphold the values of **Respect, Responsibility, Curiosity, and Personal Excellence**, embodied by our school mascot *Delphy the Dolphin*. We foster an inclusive, supportive, and nurturing community where diversity is valued, student voice is respected, and learning is engaging and purposeful.

IMPLEMENTATION

Implementation

NDPS implements its curriculum using a multi-age composite structure aligned to the **Victorian**

Curriculum F–10. Our teaching and learning program includes:

- **Core areas:** Literacy, Numeracy, STEAM (Science, Technology, Engineering, Arts, Mathematics), Health & Physical Education, Humanities, and Respectful Relationships.
- **Specialist programs:** MARC Van (library/literacy), Auslan (Language), First Nations perspectives, and Physical Education.

Language Provision

NDPS delivers Auslan as our Language program. This aligns with our commitment to inclusion, communication accessibility, and student engagement in intercultural understanding.

Pedagogy

Teaching and learning at NDPS is grounded in:

- **Structured Literacy:** Sounds Write, Spelling Mastery, Heggerty, Ochre Units.
- **Structured Numeracy:** Bond Blocks, Paul Swan resources, and Mathematics 2.0 alignment.
- **High-Impact Teaching Strategies (HITS):** explicit teaching, worked examples, feedback, and multiple exposures.
- **Professional Learning Communities (PLCs):** teachers collaborate to analyse data, plan instruction, and refine strategies.
- **Inclusion:** embedding co-regulation, IEPs, and Disability Inclusion Profiles.

Assessment

Assessment at NDPS is conducted in line with the DET *Assessment of Student Achievement and Progress F–10* policy. Students have multiple and varied opportunities to demonstrate achievement and growth.

We use:

- **Formative assessment:** ongoing teacher observation, questioning, feedback, work samples.
- **Summative assessment:** unit tests, projects, presentations, portfolios.
- **School-wide assessments:**
 - DIBELS (3 times per year)
 - PAT Reading & Maths (once per year)
 - ABLES (twice per year)
 - IEP reviews (twice per year)
 - Co-regulation plans for students with complex needs
- **Individual Education Plans (IEPs) and Disability Inclusion Profiles (DIPs)** for eligible students.

Teachers adjust assessments for students with additional learning needs and use the *Towards Foundation Victorian Curriculum* where appropriate.

Moderation

Staff participate in moderation using rubrics and work samples to ensure consistency against Victorian Curriculum standards.

Reporting

NDPS reports student progress to parents in line with DET requirements:

- Twice-yearly written reports (mid-year and end-of-year).
- Reports show progress against the Victorian Curriculum F–10 achievement standards.
- English, Mathematics, and Science are reported on a five-point scale.
- Other curriculum areas are reported on using either learning goals or learning dimensions scales.
- Reports are digital and accessible, with options for translation if required.
- Parent-teacher interviews are conducted twice-yearly, with interpreters provided as needed.

Ongoing informal reporting occurs through Seesaw/Compass updates, phone calls, and parent meetings.

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	Annual review against AIP priorities, student achievement data, FISO improvement cycle.	Principal, Leadership, PLCs.	Annually (Term 4).
Curriculum Areas	Literacy & Numeracy reviews (scope & sequence, assessment data).	Principal, PLC	Annually
Year levels	Multi-age team planning and reflection.	Classroom teachers, PLCs.	Each semester.
Units and lessons	Teacher reflection and adjustment based on student data.	Classroom teachers.	Ongoing, per unit

Review of teaching practice

- PLCs link student learning needs to teacher practice.
- Performance Development Cycle provides feedback on teaching effectiveness.

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:
 - NDPS Whole-School Curriculum Plan (Appendix 1)
 - NDPS Assessment & Reporting Schedule (Appendix 2)
 - NDPS Curriculum Review Cycle (Appendix 3)

Appendix1–Whole-SchoolCurriculumPlanTable
(Time allocations by learning area per week/fortnight)

Learning Area	Approx. Hours per Week	Notes
English (Literacy)	10 hrs (40%)	Structured Literacy (Sounds Write, Spelling Mastery, Ochre Units, Heggerty)
Mathematics (Numeracy)	7 hrs (28%)	Bond Blocks, Paul Swan resources, Mathematics 2.0
STEAM (Science, Tech, Eng, Arts, Maths integrated)	2 hrs (8%)	Inquiry projects and integrated learning
Health & Physical Education	2 hrs (8%)	Weekly PE program; complies with DET PE Delivery Requirements
Respectful Relationships & Wellbeing	1 hr (4%)	Includes RRRR, SEL, and co-regulation strategies
First Nations Perspectives	Integrated across subjects	Cultural inclusion, Ochre Units, community connections
MARC Van (Library / Literacy / Arts)	1 hr (4%)	Fortnightly program
Auslan (Language)	1 hr (4%)	Delivered as LOTE program
Other	1 hr (4%)	Assemblies, student leadership, extra-curricular programs

Appendix 2 – Assessment & Reporting Schedule

Assessment / Reporting Tool	Frequency	Purpose
DIBELS (Literacy Screening)	3x per year (start, mid, end)	Monitor phonemic awareness, decoding, fluency
PAT Reading & Maths	1x per year	Track comprehension and numeracy progress
ABLES	2x per year	For students with additional learning needs

IEPs (Individual Education Plans)	2x per year (mid-year & end)	Goal setting and progress monitoring
DIPs (Disability Inclusion Profiles)	As required	Access adjustments and funding
Co-Regulation Plans	As required	Behaviour and wellbeing supports
Formative Teacher Assessments	Ongoing	Inform daily instruction
Moderation (cross-checking work samples)	Once per term	Ensure consistency across levels
Reporting to Parents (Written Reports)	2x per year (June & Dec)	Formal DET-compliant reports

Appendix 3 – Curriculum Review Cycle

Layer of Review / Planning	Process & Data Used	Responsibility
Whole School	Annual review against AIP priorities, student achievement data, FISO cycle	Principal & PLCs
Curriculum Areas (e.g. Literacy, Numeracy, STEAM, Auslan, PE, MARC Van)	Review scope & sequence; analyse DIBELS, PAT, ABLES; staff feedback	Principal, MARC Van Teacher, PLC leads
Year Levels (Multi-age groupings)	Collaborative planning, moderation, reflection on student data	Classroom teachers & PLCs
Units & Lessons	Teacher reflection; adjustments based on ongoing assessment	Classroom teachers
Teaching Practice	Professional Learning Communities; Performance Development cycle; coaching and feedback	Principal, PLCs, Staff