Curriculum Framework Policy

2025

395 Ballarto Road Skye 3977

Skye Primary School	*Skye Primary School* **CURRICULUM FRAMEWORK POLICY 2025**	Created: 4/09/2025 Review: 4/09/2028

POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact

Skye Primary School skye.ps@education.vic.gov.au

OVERVIEW

At Skye Primary School, curriculum encompasses all aspects of student learning and development, including what is taught, how it is taught, and the learning environment in which it occurs. This includes instructional content, student learning experiences, teaching strategies, classroom organisation, and the effective use of school facilities and resources.

We are committed to fostering a culture of high expectations, where every student is supported to achieve their personal best. Our school delivers a sequenced and evidence-based teaching and learning program that is comprehensive, inclusive, and responsive to the needs of all learners. Curriculum planning is underpinned by the Victorian Curriculum and reflects the diverse cultural backgrounds of our community.

An annual Whole-School Curriculum Plan is developed to map curriculum delivery across all learning areas and year levels. This plan aligns with the school's Strategic Plan, which outlines our long-term vision, goals, and improvement priorities. The Annual Implementation Plan (AIP) breaks this vision into achievable 12-month actions, outlining specific targets, strategies, and measures for monitoring progress and impact.

CURRICULUM GUIDELINES

Skye Primary School is committed to recognising and responding to the diverse learning needs of all students when designing curriculum programs and developing the annual Curriculum Plan.

In line with Department of Education and Training (DET) requirements, the school will ensure compliance with mandated instructional time and curriculum coverage across all learning areas. Consistent with DET priorities, Skye Primary School places strong emphasis on Physical Education, Sport, Languages, and English as an Additional Language (EAL), acknowledging their important role in student development and engagement (Victorian Curriculum F-10)

Resourcing for teaching and learning programs will be strategically allocated through the school's Program Budgets to ensure high-quality curriculum delivery across all areas.

PROGRAM DEVELOPMENT

Skye Primary School is committed to delivering inclusive and responsive teaching and learning programs that reflect the diverse needs of our student population. Programs will be designed to support and extend all learners, including students with disability, additional learning needs, high-ability students, and those from culturally and linguistically diverse backgrounds. When developing the Whole-School Curriculum Plan, the school will identify the learning needs of specific student cohorts and ensure targeted strategies are embedded to support improved learning outcomes for all.

Curriculum planning and delivery from Foundation to Year 10 will be guided by the Victorian Curriculum and the VCAA Learning Progressions, in line with Department of Education and Training (DET) policy and the Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will ensure that all students receive a minimum of 25 hours of instruction per week, as mandated.

All learning areas and general capabilities will be taught within the required one-year or two-year band to ensure full curriculum coverage (refer to Appendix 1: Whole-School Curriculum Overview).

Appendix 1: Learning Area Time Allocations/ Whole School Curriculum Overview

INSTRUCTIONAL MODEL

The Skye Primary School Instructional Model (Appendix 3) provides a whole-school, evidence-informed framework for how lessons are planned, structured, and delivered. This model ensures a consistent and high-quality approach to teaching and learning across all classrooms, while allowing for purposeful adjustments tailored to the specific demands of each learning area.

The development of our Instructional Model has been strongly influenced by research from the Australian Education Research Organisation (AERO) and is aligned with the updated Victorian Teaching and Learning Model (VTLM 2.0). This alignment ensures that our practices are grounded in what evidence shows works best to improve student outcomes—particularly the use of explicit instruction, clear learning intentions, formative assessment, and opportunities for student reflection and feedback.

Our model provides a shared language of practice, supporting teacher collaboration and ongoing professional growth, while maintaining a strong focus on maximising learning for every student.

KOORIE EDUCATION

Skye Primary School is committed to providing culturally inclusive and appropriate programs that support the learning, wellbeing, and cultural identity of Koorie students. Guided by the Marrung: Aboriginal Education Plan 2016–2026, and in collaboration with the Department of Education's Koorie Education Support Officers (KESOs), we work in genuine partnership with the Koorie community to:

- Develop a deeper understanding of Koorie culture and history, including local engagement with the Bunurong Land Council, to strengthen interpersonal relationships and community connection.
- Promote high expectations and deliver individualised learning pathways that reflect the strengths, interests, and aspirations of each Koorie student.
- Create a culturally safe and inclusive environment where Koorie identity is recognised, respected, and celebrated through both curriculum and everyday practice.
- Design and implement programs and initiatives that are responsive to student needs and developed in collaboration with Koorie families and community partners.

Through this work, Skye Primary School upholds its commitment to equity, inclusion, and excellence for all students.

STUDENTS WITH A DISABILITY

Skye Primary School, in line with the Department of Education and Training's commitment to inclusive education, ensures that all students — including those with disability — have equitable access to high-quality learning opportunities that meet their individual needs.

We recognise our legal and moral responsibility to make reasonable adjustments that enable students with disability to engage in their education on the same basis as their peers. These adjustments may include changes to the learning environment, teaching strategies, assessment practices, or the provision of additional supports.

All reasonable adjustments are made in consultation with the student, their parents or carers, classroom teachers, and where relevant, allied health or medical professionals. This collaborative approach ensures supports are tailored, purposeful, and responsive to the student's strengths and learning goals.

ASSESSMENT

Skye Primary School's assessment schedule incorporates a range of evidence-based practices designed to enhance student learning and provide meaningful insights into student growth and achievement. Assessment is an integral part of the teaching and learning cycle and serves three key purposes:

- **Assessment for Learning** – Teachers use assessment data to identify student needs, tailor instruction, and guide future planning. This formative approach supports responsive teaching.

- **Assessment as Learning** – Students are actively involved in the assessment process, reflecting on their progress and setting future learning goals. This empowers learners to take ownership of their learning.
- **Assessment of Learning** – Teachers collect and analyse evidence of student achievement to evaluate progress against curriculum standards and learning goals. This summative assessment informs reporting and decision-making.

These practices work together to support a culture of growth, where assessment is used not just to measure learning, but to improve it.

DATA COLLECTION

Skye Primary School is committed to ongoing monitoring of student progress through a range of assessment tools and strategies, including NAPLAN, Mathematics Online Interview, LLARS, DIBELS, PAT assessments, and formative assessment trackers. These tools provide valuable data to inform teaching and support targeted intervention.

The School Leadership Team regularly analyses whole-school, cohort, and individual student data to identify trends, monitor growth, and highlight areas requiring additional focus. This data-informed approach ensures teaching and learning programs are responsive, evidence-based, and aligned with student needs.

DATA ANALYSIS

All teaching staff at Skye Primary School are expected to implement the school's assessment schedule with fidelity. A range of methods will be used to analyse assessment data at the individual, group, cohort, and whole-school level to build a clear picture of student learning and growth.

The Leadership Team will collaborate with teachers—individually, in teams, and across the whole school—to build collective capacity in understanding, interpreting, and effectively using data to inform instructional practice. This shared approach ensures that data is meaningfully embedded into planning and decision-making processes to support ongoing improvement in student outcomes.

Assessment data will directly inform curriculum planning, the setting of goals and targets, and the identification of key improvement strategies in the School Strategic Plan and Annual Implementation Plan. Data will also be used to identify and support students requiring additional assistance, including the development of Individual Education Plans (IEPs), targeted teaching support, and where appropriate, referrals for further assessment or intervention.

REPORTING

To effectively monitor student progress, track learning, and communicate achievement, Skye Primary School utilises a formal end-of-semester reporting process managed through Sentral. This

provides families with a comprehensive overview of student achievement and progress at key points in the school year.

End-of-semester reports offer a clear summary of each student's learning, highlighting growth, areas for celebration, and next steps. The reports also support student reflection on their learning journey and provide a valuable basis for conversations between school and home.

End-of-semester reports will:

- Report on both student achievement and progress;
- Use a five-point scale to represent achievement and progress;
- Apply an age-related five-point scale to report student achievement against expected standards in English, Mathematics, and Science (where applicable);

Parents and carers are offered opportunities to discuss student reports with teachers and/or school leaders, ensuring a shared understanding of student growth and learning needs.

EVALUATION AND REVIEW

Skye Primary School will conduct regular curriculum audits and reviews to ensure alignment with the Victorian Curriculum and maintain relevance and rigor across all learning areas. Findings from these audits will directly inform future curriculum planning, implementation, and professional learning priorities.

The school's leadership team will support high-impact teaching by fostering a culture of collaboration, reflective practice, and continuous improvement. A strong focus will be placed on the use of constructive feedback to enhance teacher practice and build collective efficacy.

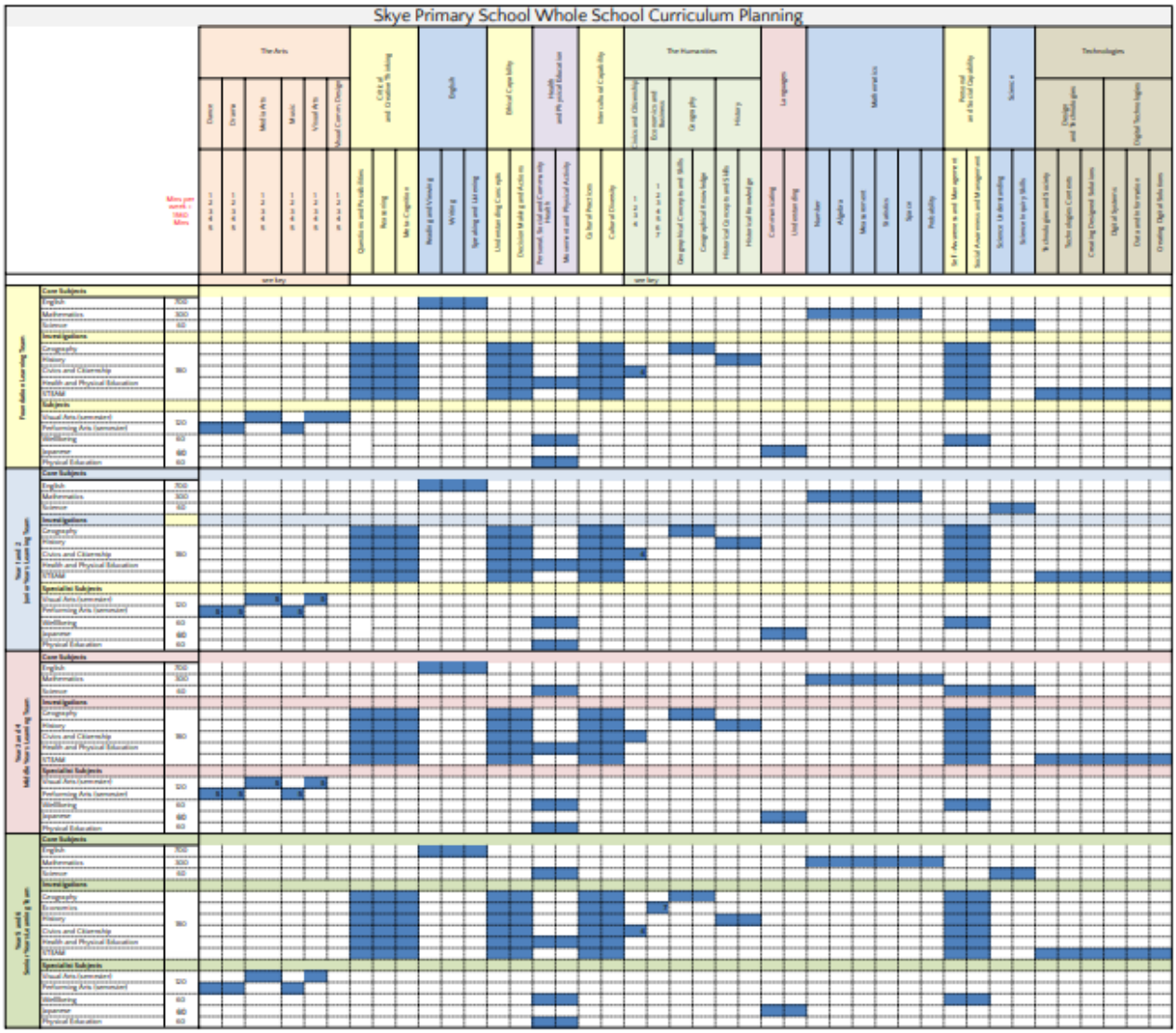
All staff will engage in the performance and development process, with professional goals aligned to the school's Annual Implementation Plan and the Australian Professional Standards for Teachers, as outlined by the Australian Institute for Teaching and School Leadership (AITSL).

Document type	Review cycle	Responsibility
Whole school curriculum overview	12 months	School Improvement Team
Year level term overviews	12 months	Teaching and Learning AP/Year level teams
Year level unit planners	12 months	Teaching and Learning AP//Year level teams
Instructional model	12 months	School Improvement Team

POLICY REVIEW AND APPROVAL

Policy last reviewed	4/09/2025
Approved by	Tim Bernau – Principal
Next scheduled review date	4/09/2028

APPENDIX 1: LEARNING AREA TIME ALLOCATION/WHOLE SCHOOL CURRICULUM OVERVIEW



Whole-school curriculum plan template

Key: The Arts

Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands
1 Explore and Express Ideas	1 Explore and Express Ide	1 Explore and Represent Ideas	1 Explore and Express Ide	1 Explore and Express Ide
2 Dance Practices	2 Drama Practices	2 Media Arts Practices	2 Music Practices	2 Visual Arts Practices
3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform
4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret
5 All strands covered	5 All strands covere	5 All strands covere	5 All strands covere	5 All strands covere

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

More information on pages 19-20:

[illegible]

Please also refer to applicable sector-specific information.

Whole-school curriculum plan template

Key: The Arts

Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands
1 Explore and Express Ideas	1 Explore and Express Ide	1 Explore and Represent Ideas	1 Explore and Express Ide	1 Explore and Express Ide
2 Dance Practices	2 Drama Practices	2 Media Arts Practices	2 Music Practices	2 Visual Arts Practices
3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform
4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret
5 All strands covered	5 All strands covere	5 All strands covere	5 All strands covere	5 All strands covere

Whole-school curriculum plan template

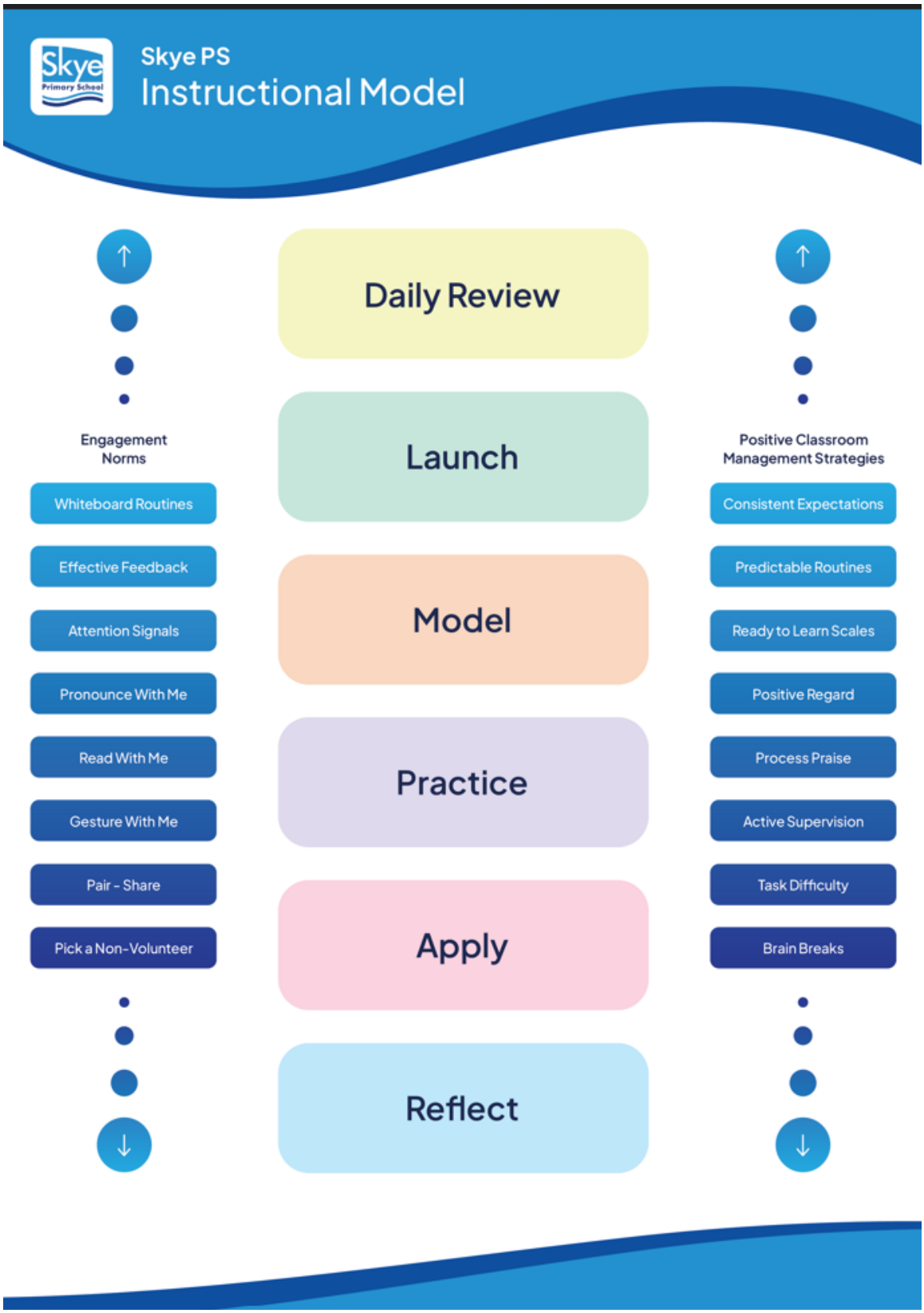
Key: The Humanities

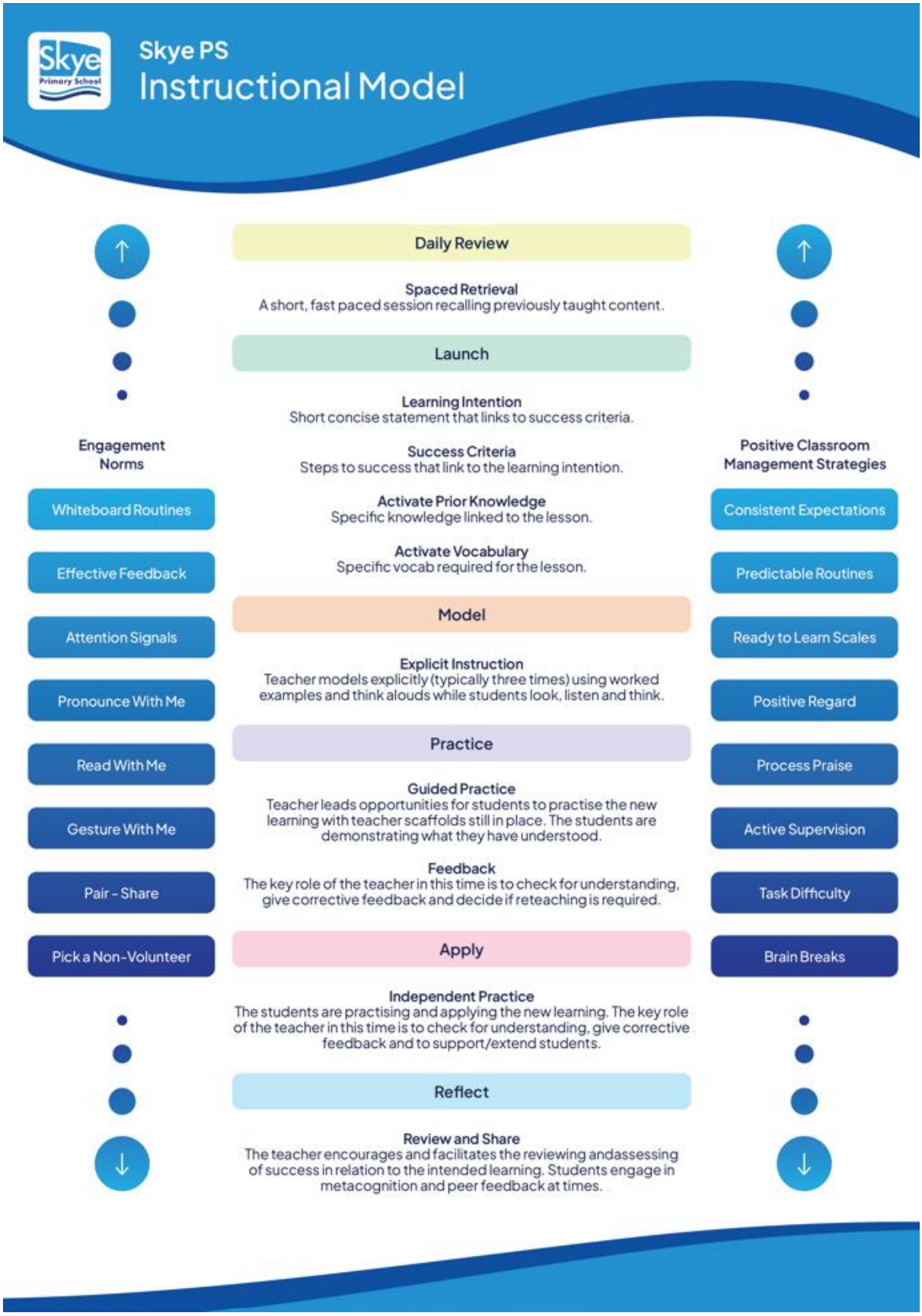
Civics and Citizenship strands	Economics and Business strat
1 Government and Democracy	1 Resource allocation and making choi
2 Laws and Citizens	2 The business environme
3 Citizenship, Diversity and Identit	3 Consumer and financial literacy
4 All strands covered	4 Work and work futures
	5 Enterprising behaviours and capabilit
	6 Reasoning and interpretation
	7 All strands covere

Note the Revised Curriculum Planning and Reporting Guidelines:

Foundation Stage (Years 1–10):

APPENDIX 2: INSTRUCTIONAL MODEL




Skye PS
Instructional Model
Daily Review
Spaced Retrieval
A short, fast paced session recalling previously taught content.
Launch
Learning Intention
Short concise statement that links to success criteria.
Success Criteria
Steps to success that link to the learning intention.
Activate Prior Knowledge
Specific knowledge linked to the lesson.
Activate Vocabulary
Specific vocab required for the lesson.
Model
Explicit Instruction
Teacher models explicitly (typically three times) using worked examples and think alouds while students look, listen and think.
Practice
Guided Practice
Teacher leads opportunities for students to practise the new learning with teacher scaffolds still in place. The students are demonstrating what they have understood.
Feedback
The key role of the teacher in this time is to check for understanding, give corrective feedback and decide if reteaching is required.
Apply
Independent Practice
The students are practising and applying the new learning. The key role of the teacher in this time is to check for understanding, give corrective feedback and to support/extend students.
Reflect
Review and Share
The teacher encourages and facilitates the reviewing andassessing of success in relation to the intended learning. Students engage in metacognition and peer feedback at times.
Engagement Norms
Whiteboard Routines
Effective Feedback
Attention Signals
Pronounce With Me
Read With Me
Gesture With Me
Pair - Share
Pick a Non-Volunteer
Positive Classroom Management Strategies
Consistent Expectations
Predictable Routines
Ready to Learn Scales
Positive Regard
Process Praise
Active Supervision
Task Difficulty
Brain Breaks

APPENDIX 3: SAMPLE ASSESSMENT SCHEDULE

2025 Assessment Schedule - Year 2							
Semester	**Term**	**Learning area**	**Assessment**	**Schedule**	**Location of Data**	**Process for upload**	**Data use**
Sem 1	T1	Literacy	DIBELS - Benchmark Beginning (ALL)	End of Wk 3	Dibels DMS	Manual by teacher	Triangulation of data Diagnostic & Intervention
			DIBELS - Progress Monitoring ***ES/TLI to complete with their groups*	Ongoing	Dibels DMS	Manual by ES/TLI	Monitor effect of intervention
			Formative Writing Assessment	Week 2	Student written	n/a	Year level moderate re next steps
		Numeracy	Topic specific assessment tasks determined by teams (if needed)	Ongoing	Collected by teacher	n/a	Year level to decide
	T2	Literacy	Summative Writing Assessment (Narrative)	Weeks 5-6	Student written	n/a	Whole school moderation Progression Point
			PAT - Reading	Weeks 5-7	ACER	Automatic	Triangulation of data, Progression Point Inform Teaching
			DIBELS - Mid-Year Benchmark (ALL)	Week 5-7	Dibels DMS	Manual by teacher	Triangulation of data, Progression Point Diagnostic

			LLARS	Weeks 6-7	Dibels Data Management	Dibels Data Management	LLARS Database
		Numeracy	PAT Maths	Week 5	ACER	Automatic	Triangulation of data, Progression Point Inform Teaching
			Topic specific assessment tasks determined by teams (if needed)	Ongoing	Collected by teacher	n/a	Year level to decide
Sem 2	T3	Literacy	Formative Writing Assessment	Week 1/2	Student written	n/a	Year level moderate re next steps
			Spelling Mastery End-of-Level Criterion Test - given as pre-test	Week 1/2	Teacher	SM Spreadsheet	Measure success of program
			TLI Pre-Test Goal Setting Post-Test	Wk 2/3 Wk 5 Wk 9	TLI Educator	TLI Database	Inform intervention Goal Setting Measure success
		Numeracy	Topic specific assessment tasks determined by teams (if needed)	Ongoing	Collected by teacher	n/a	Year level to decide
			TLI Pre-Test Goal Setting Post-Test	Wk 2/3 Wk 5 Wk 9	TLI Educator	TLI Database	Inform intervention Goal Setting Measure success
	T4	Literacy	DIBELS - Benchmark End (ALL)	Weeks 3-4	Dibels DMS	Manual by teacher	Triangulation of data,

							Progression Point Diagnostic
			Summative Writing Assessment (Persuasive)	Weeks 5-6	Weeks 5/6	Student written	n/a
			PAT - Reading	Weeks 5-7	ACER	Automatic	Triangulation of data, Progression Point Inform Teaching
			Spelling Mastery End-of-Level Criterion Test - given as post-test	Wk 7	Teacher	SM Spreadsheet	Measure success of program
		Numeracy	Topic specific assessment tasks determined by teams (if needed)	Ongoing	Collected by teacher	n/a	Year level to decide
			PAT Maths	Weeks 5-7	ACER	Automatic	Triangulation of data, Progression Point, Inform Teaching