Movelle Primary School Curriculum Framework



Help for non-English speakers

If you need help to understand this policy, please contact Movelle Primary School on (03) 9366 8892.

PURPOSE

The purpose of this framework is to outline Movelle 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 area, year level and unit / lesson curriculum plans.

OVERVIEW

Movelle 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.

Movelle 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

Movelle Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges

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students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Example School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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 with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Movelle Primary School provides a comprehensive teaching and learning program aligned with the Victorian Curriculum F–10. The core curriculum includes English, Mathematics, Science, Humanities, Digital Technologies, Health and Physical Education, and The Arts. Specialist programs include Japanese (LOTE), Arts, Physical Education and STEM. Teaching and learning programs are delivered through a structured, sequential approach from Foundation to Year 6, ensuring students develop the knowledge, skills and capabilities required across all curriculum areas. The curriculum is supported by explicit teaching, evidence-informed practices and differentiated instruction to meet the diverse learning needs of all students.

At Movelle Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five 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 area, year level and unit / lesson curriculum plans.

Language provision

Movelle Primary School will deliver Japanese as a Language, to develop students' communication skills, intercultural understanding and appreciation of cultural diversity. Learning Japanese provides students with opportunities to explore a language and culture significant to the Asia-Pacific region, while developing listening, speaking, reading and writing skills. Through engaging with Japanese traditions, celebrations and everyday language, students develop curiosity, open-mindedness and respect for different cultures. The program aligns with the Victorian Curriculum F–10 Languages curriculum and provides a sequential learning experience from Foundation to Year 6, supporting students to become confident communicators and respectful global citizens.

Pedagogy

The pedagogical approach at Movelle Primary School adopts a consistent, evidence-informed pedagogical approach that prioritises explicit teaching and high-quality instruction across all curriculum areas. Informed by FISO 2.0 and the High Impact Teaching Strategies (HITS), teachers use explicit instruction, clear learning intentions and success criteria, modelling, worked examples, guided practice, questioning, feedback and regular opportunities for independent application. Learning is differentiated to meet the diverse needs of students, with teachers using ongoing

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assessment and data to inform planning, monitor progress and provide targeted support and extension.

Assessment
Movelle Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Movelle 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.

Movelle Primary School uses a combination of formative and summative assessment to monitor student learning, measure progress and inform teaching and learning across all curriculum areas. Teachers use ongoing formative assessment strategies, including observations, questioning, student discussions, feedback, work samples and pre- and post-assessments, to identify student understanding and respond to individual learning needs. Summative assessments are used at key points throughout the year to evaluate student achievement against the Victorian Curriculum and monitor progress over time.

Assessment evidence is formally recorded and analysed collaboratively by teachers to inform curriculum planning, differentiate instruction and identify students requiring additional support or extension. Student achievement is assessed against the Victorian Curriculum F–10 achievement standards, with progress monitored throughout the year. Assessment data is used to inform teacher judgements, guide future teaching and communicate student achievement and progress to students and families through ongoing feedback and formal reporting.

- Teachers at Movelle 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.
- Movelle Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), students with a Disability Inclusion profile, Koorie students and students in 'Out of Home' care, in consultation with students, parents/carers and where appropriate, with outside agencies.

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- 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

Movelle Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Movelle 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.

Movelle Primary School reports student achievement and progress to parents/carers at least twice each year through written semester reports, aligned with the Victorian Curriculum F–10 achievement standards and Department of Education reporting requirements. Reports provide clear information about student achievement, progress, strengths and areas for further development, using accessible language that supports families to understand their child's learning. Parent-teacher interviews are offered each year to provide opportunities for students and parents/carers to discuss the report, celebrate achievements and identify future learning goals with teachers. Parents/carers are also encouraged to contact their child's teacher or school leadership team at any time throughout the year to discuss their child's learning and progress.

This reflects the Department's reporting requirements, including the provision of at least two formal reports annually and opportunities to discuss reports with teachers and/or school leaders.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form.

- Movelle 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).*
- Movelle Primary School *will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.*
- *Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.*

Parent-teacher interviews 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

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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
Movelle Primary School undertakes regular, collaborative reviews of curriculum planning to ensure alignment with the Victorian Curriculum F–10, the School Strategic Plan (SSP), Annual Implementation Plan (AIP) and FISO 2.0. Reviews occur across four levels:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Reviewed annually, with consideration of curriculum coverage, time allocations, student achievement data, school priorities and changes to Department requirements.	Principal, Assistant Principal and School Improvement Team (SIT).	Annually
Curriculum Areas	Reviewed annually and throughout the year to evaluate curriculum coverage, sequencing, assessment practices and alignment with the Victorian Curriculum.	School leadership team and relevant curriculum leaders/teachers.	Annually and throughout the year
Year levels	Reviewed each term during collaborative planning and PLC meetings. Teachers analyse student achievement data, assessment evidence and learning needs to evaluate and adjust programs.	Year-level teaching teams and PLCs.	Termly
Units and lessons	Reviewed continuously throughout each unit, with adjustments made in response to formative assessment, student progress, engagement and feedback.	Individual classroom teachers, supported by collaborative planning with colleagues.	Weekly

The review process is informed by student achievement data, teacher judgements, assessment evidence, student voice and teacher reflection. Findings are used to identify areas for improvement, refine curriculum planning and strengthen teaching practice to improve student learning outcomes.

This approach reflects the VCAA's four interconnected layers of curriculum planning and the ongoing improvement cycle outlined in FISO 2.0.

Review of teaching practice
Movelle 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

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- 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	November 2026
Approved by	Rachel Taverna
Next scheduled review date	November 2030

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