



Help for non-English speakers

If you need help to understand the information in this policy please contact (03) 5281 3291 or email shelford.ps@education.vic.gov.au

Purpose:

The purpose of this framework is to outline Shelford 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:

Shelford 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.

Shelford Primary 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:
 - o [Physical and Sport Education — Delivery Outcomes](#)
 - o [Sexuality and Consent Education](#)

o [Holocaust Education – Delivery Requirements](#)

Shelford 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 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 Shelford Primary School, our teaching and learning framework 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 and undertake a range of student assessment and reporting activities.

Implementation:

Shelford Primary School implements its curriculum through explicit instruction which is supported by opportunities to explore. English is taught for two hours daily and Mathematics instruction is one hour daily. This is supported by Science, Humanities, Art (Visual Arts (MACC), Dance, Music and Performing Arts) Physical Education, Health and Wellbeing, and Digital and Design Technologies. At Shelford Primary School, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 4 x 60 minute sessions and 2 x 30 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

Shelford Primary School delivers Auslan as a Language, based on its links to our school value of Inclusion, and the benefits of positive interaction with the deaf and hard of hearing community.

Pedagogy

The pedagogical approach at Shelford Primary School delivers excellence in tier 1 classroom instruction with the Victorian Teaching and Learning Model (VTML) 2.0 and gradual release of responsibility embedded in our instructional routines. The 'I Do', We Do, You Do', approach is consistent across the school. Tier 2 and Tier 3 supports are provided by the classroom teacher and Education Support staff who scaffold and differentiate student learning as required.

At Shelford Primary School, our approach aligns with FISO 2.0, recognising the relationship between learning and wellbeing. High Impact Teaching Strategies are evident in our classrooms, including core curricular and specialist lessons. At Shelford Primary School we acknowledge the importance of continual learning in all curriculum areas along with the development of the capabilities for all students.

Assessment

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

Students at Shelford 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 Shelford 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-led 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.
- Shelford 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

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

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.

At Shelford Primary School, student led conferences in terms 1, 2 and 3, student goals, IEP's and reporting documents provide information to parents/carers about their child's learning progress. This reflects learning behaviours, effort and student growth. Parents/carers are encouraged to contact teachers to discuss their child at any point. Teachers and leadership can be contacted through SeeSaw, school email or phone.

The report 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.

- Shelford 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).
- Shelford 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.
- Student led conferences, conducted in terms 1, 2 and 3, 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

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
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Whole School	PAT data analysed by the whole school. Teachers identify key areas of growth and areas of need. Teachers unpack data on a student level and implement improvement strategies. Student achievement data Annual Implementation Plan - writing goals and monitoring of assessment. Attitudes to School Survey Staff Opinion Surveys Parent Opinion Data	Leadership and Teaching Staff	Once a year
Curriculum Areas	Whole-School Writing Moderation - student work samples on specific text type. Identifies consistent successes and areas of focus for cohort and individual students. School wide P.D days - to reflect on current data and to research evidence-based assessment practices to assess and inform future teaching and learning.	Teaching Staff	Once a term Once a year
Year Levels	Collaborative use of student data to inform weekly team planning Implementation of the whole school Assessment Schedule Use student data to determine support or extension and the writing of Individual Education Plans	Teaching Staff	Weekly Once a term
Units and Lessons	Year level planning adapted to suit learners in individual classroom. Ongoing assessments and observations used to drive next steps.	Teaching Staff	Daily

Review of teaching practice

Shelford 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	30th October 2025
Approved by	Principal - Nicola Ross
Next scheduled review date	30th October 2029