

## CURRICULUM FRAMEWORK

### PURPOSE

The purpose of this framework is to outline Moyhu 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

Moyhu 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.

Moyhu 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](#)

Moyhu 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 their endeavours. At Moyhu Primary 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

The teaching and learning program at Moyhu Primary School is grounded in the Victorian Curriculum 2.0 and is designed to provide a high-quality, inclusive education that supports every student to achieve their personal best. Our program emphasises the development of the whole child—academically, socially, and emotionally—through rich, engaging, and meaningful learning experiences.

We deliver a balanced curriculum with a strong focus on literacy and numeracy, while also fostering learning across all key areas including The Arts, Humanities, Science, Technologies, Health and Physical Education, and Languages. The Capabilities—Critical and Creative Thinking, Ethical Understanding, Intercultural Understanding, and Personal and Social Capability—are embedded across all learning areas to prepare students for active and informed citizenship in a rapidly changing world.

Our teaching practices are informed by evidence-based strategies and ongoing assessment, ensuring learning is differentiated to meet the diverse needs and learning styles of our students. Through a combination of explicit instruction, inquiry-based learning, and collaborative opportunities, we aim to nurture curiosity, independence, and a genuine love of learning.

We place a strong emphasis on student voice and agency, supporting students to set learning goals, reflect on their progress, and take ownership of their learning journey. Moyhu Primary School values strong partnerships with families and carers and works collaboratively to create a safe, respectful, and supportive environment for every child.

At Moyhu Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into one 2-hour block and two 90-minute blocks.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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

Moyhu Primary School delivers Italian as a Language, with the aim of enhancing students' cognitive skills, improving literacy, and fostering intercultural understanding. The study of Italian provides students with opportunities to explore a rich and influential culture, deepening their appreciation of global perspectives and traditions.



Italian is a widely spoken language, with strong cultural and historical significance across Europe and the world. Its study supports the development of transferable language-learning strategies and can broaden future pathways in areas such as travel, international relations, business, and the arts.

## **Pedagogy**

At Moyhu Primary School, teaching and learning practices are underpinned by the FISO 2.0 model, with a sharp focus on excellence in teaching and learning, student voice and agency, and a whole-school commitment to continuous improvement. Teachers work collaboratively to deliver high-quality instruction that is consistent, evidence-based, and responsive to the needs of all learners.

Our pedagogical approach centres on the use of the High Impact Teaching Strategies (HITS), which are embedded across all classrooms to ensure consistency and effectiveness in practice. These include:

- Setting goals that are specific, challenging, and achievable, enabling students to understand learning intentions and success criteria.
- Explicit teaching to clearly model new concepts and skills, with a focus on scaffolding and gradually releasing responsibility to students.
- Questioning to promote higher-order thinking, check for understanding, and encourage student reflection and discussion.
- Feedback that is timely, targeted, and actionable, supporting students to close learning gaps and refine their skills.
- Worked examples to build conceptual understanding, especially in areas such as Mathematics and Science.
- Differentiated teaching to meet individual learning needs through tiered tasks, flexible grouping, and targeted support.
- Multiple exposures to key ideas across time and context to strengthen retention and understanding.
- Collaborative learning strategies that develop interpersonal skills and deepen understanding through peer interaction.

In literacy, we apply a structured and sequential approach to the teaching of reading and writing, drawing on the Science of Reading, phonics-based instruction, and rich, purposeful engagement with texts. In numeracy, we incorporate visual models, mathematical reasoning, and real-world problem-solving to develop fluency and deep understanding.

Teachers use formative assessment to monitor student progress and adjust instruction in real time, while data-driven planning ensures that interventions and extensions are timely and targeted. We also foster student agency by involving learners in goal setting, self-assessment, and reflecting on their growth.

Professional learning communities within the school provide ongoing opportunities for staff to collaborate, reflect on practice, and align teaching strategies with Moyhu Primary School's improvement goals.

Through this consistent, research-informed approach, we empower all students to become confident, self-motivated learners who are equipped to thrive both within and beyond the classroom.

## **Assessment**

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

Students at Moyhu Primary School are provided with multiple and varied opportunities to demonstrate their learning and achievement. Teachers design assessment tasks that span multiple curriculum levels to ensure that evidence of growth is captured for every student, regardless of their point of learning.

Our assessment approach includes a combination of:

- Formative assessment *for* learning, which is used to provide feedback, inform planning, and guide future teaching;
- Summative assessment *of* learning, which determines student achievement at the end of a learning sequence;
- Student self-assessment and reflection, empowering students to take ownership of their progress.

Assessment is ongoing and purposeful, used to inform instructional next steps, track growth, and communicate progress clearly to students and families.

Teachers use a variety of assessment strategies to gather evidence of learning, as outlined in our school-wide Assessment Schedule. These strategies may include, but are not limited to:

- tests and quizzes
- written assignments and projects
- performances or presentations
- observations and anecdotal records
- discussions and student-teacher conferences

Assessment tasks are designed to support all students in demonstrating their knowledge, skills, and understandings. Tasks include clear instructions, scaffolds or planning tools where appropriate, and adequate time for completion. Teachers make adjustments and modifications as required to ensure that all learners, including those with additional needs, can access the task and show their learning.

Moyhu Primary School develops Individual Education Plans (IEPs) for students supported under the Disability Inclusion model, for Koorie students, and those in Out of Home Care, in consultation with students, families, and where appropriate, external support professionals.

Student achievement is assessed against the Victorian Curriculum, and, where appropriate, the 'Towards Foundation Level Victorian Curriculum' for students with disabilities or significant learning delays.

Where possible, staff engage in moderation processes, collaboratively assessing tasks using rubrics and annotated work samples to ensure consistent, accurate, and fair judgements of student progress across the school.

### **Reporting**

Moyhu Primary School reports student progress to parents and carers in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy.

In addition to formal reports, Moyhu Primary School is committed to the ongoing communication of assessment information throughout each term and semester. This includes both formal and informal updates, such as learning conversations, student work samples, newsletters, and parent-teacher meetings, to ensure families remain informed and engaged with their child's learning.

Formal reports are provided twice a year, in Semester One and Semester Two, in a clear written format that is easy for families to understand. Reports are available in both digital and hard copy formats.

Key reporting features include:

- Reporting directly against the Victorian Curriculum F–10 Achievement Standards
- Inclusion of both student achievement (current level of performance) and student progress (growth over time)
- Use of an age-related five-point scale to describe student achievement in English, Mathematics, and Science (where applicable)
- Use of a learning dimensions scale for other areas of the curriculum, such as The Arts, Health and Physical Education, and Humanities
- Opportunities for parents and students to discuss reports with teachers and/or school leaders

Parent-teacher interviews are offered as part of the reporting cycle and provide a valuable opportunity to reflect on student progress, celebrate achievements, and identify ways to support learning at home.

### **CURRICULUM AND TEACHING PRACTICE REVIEW**

**School curriculum and teaching practice at Moyhu Primary School is reviewed against the Framework for Improving Student Outcomes (FISO 2.0).** The FISO model and the improvement cycle



support our school to identify areas for improvement and evaluate the impact of implemented initiatives on student learning and wellbeing.

### Review of School Curriculum

Moyhu Primary School follows a structured, collaborative, and evidence-based approach to curriculum review across multiple levels to ensure alignment with the Victorian Curriculum, the school's strategic goals, and student learning needs.

At the whole-school level, curriculum plans are reviewed annually by the leadership team in consultation with teaching staff. This process uses a range of evidence, including student achievement data, wellbeing indicators, teacher and student feedback, and the School Strategic Plan and Annual Implementation Plan to guide adjustments and priorities.

At the year level and curriculum area level, teachers collaboratively review the scope, sequence, and alignment of learning plans each term, ensuring consistency and continuity across classes and year bands. These reviews help maintain curriculum relevance and rigour.

At the unit and lesson level, individual teachers reflect regularly on their practice, using formative assessment data, student work samples, and peer collaboration to evaluate and refine instructional approaches and content delivery. This responsive process ensures that teaching and learning remain dynamic and student-centred.

### Review of Teaching Practice

Teaching practice at Moyhu Primary School is reviewed through:

- **Professional Learning Communities (PLCs)** – These enable teachers to link student learning needs with their own professional growth, collaboratively plan, trial and evaluate teaching strategies, and measure the impact of **High Impact Teaching Strategies (HITS)** on student outcomes.
- The **Performance and Development cycle**, which includes **goal setting, professional learning plans**, classroom observations, and feedback. This process supports staff to reflect on their teaching, identify areas for growth, and improve student learning through continuous improvement in instructional 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	25/03/2025
Approved by	Principal
Next scheduled review date	25/03/2029