

Curriculum Framework Policy

Vermont Primary School



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office on 9874 2511 or email vermont.ps@education.vic.gov.au

RATIONALE

The purpose of this framework is to outline Vermont Primary School and Kindergarten'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.

OVERVIEW

Vermont 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.

Vermont 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
- 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](#)

Vermont Primary School aims to embody our philosophy, 'Learning for our Future'. In addition to our school philosophy, Curriculum Development embraces:

1. Strong leadership that is shared, stable and sustained over time
2. High levels of expectation and teacher efficacy
3. Ensuring an orderly learning environment where every student is well known

Vermont 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 Vermont 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 be active participants 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:

Whole School planning at Vermont Primary School is an integral part of the improvement process involving four key stages.

- a. *Gathering and analysing data* – this includes students' achievements and learning needs
- b. *Planning for improvement* – this includes breadth and balance in Curriculum planning
- c. *Teaching and learning* – this includes learning outcomes and content
- d. *Assessment and reporting* – as outlined in the VPS Assessment Timeline

Termly planning is the responsibility of the Team Leader and topic outlines are addressed through the Term Plans. Lesson content and activities are planned in Level Teams by the classroom teacher in accordance with our teaching and Learning Policy.

A Planning Week Timetable is used to provide teachers time to collaborate on the learning activities in the following term.

Vermont Primary School implements its curriculum to meet the standards with:

- A time allocation per each of the eight learning areas: English, Mathematics, Science, Health and Physical Education, Languages, Humanities (History, Geography, Civics and Citizenship, Economics and Business), The Arts, and Technologies (Design and Digital Technologies)
- The 4 capabilities (Critical and Creative Thinking, Ethical Capability, Intercultural Capability, Personal and Social) are applied in and through the 8 learning areas.

Vermont Primary School's timetable is structured on a weekly basis. Each period is 60 minutes to align with the Victorian Teaching and Learning Model 2.0 and there are 5 sessions taught per day. At Vermont Primary School, the breakdown of the weekly cycle is as follows:

Foundation to Year Six

Subject	Sessions per week	Notes
Reading	5 x 60 minutes	F-2: Includes Phonics minimum 25 minutes per day
Writing	5 x 60 minutes	Includes 3x Spelling (3-6) <i>where possible</i> within the weekly planner (depending on timetabling) AIM is to teach a minimum of 4 sessions of spelling a week
Mathematics	5 x 60 minutes	Includes Mental Maths
Subject	Additional Sessions	Notes
Science	1 x 60 minutes / <i>per fortnight</i> -equates to 30 mins p/w	Additional science learning included in Inquiry Units

Humanities	2 x 60 minutes	Linked with Inquiry Units
Wellbeing	Minimum of 30 minutes per week	
Specialist Subjects	5 x 60 minutes	1- Language (Indonesian) 1- Health and Physical Education 1- Visual Arts 1- Music /Performing Arts 1-Digitech/STEM
Total	23 hours	
	- Sport 1 x 60 minutes (3-6)	In addition, F - Dance and PMP 1-2 Dance 3-6+ athletics, cross country and swimming carnivals 5-6+ interschool sport

The above outline of sessions is a guide only, as flexibility is given for extra-curricular activities that may take precedence.

The Foundation Year level may adjust this curriculum to suit the needs of their students as they settle in to school.

Professional Learning Teams

1. The Professional Learning Teams (PLTs) will be formed each year, known as the “VPS PLT Teams.”
2. There are 4 linked directly to the school’s current strategic plan
-Literacy, -Mathematics, -STEM, -Humanities and Cultural Inclusivity
 - a. Each will have a Leader, and staff who will be divided equally between the 4 groups (ideally including one representative from each grade level).
3. The Assistant Principal will report to School Council on the progress of the PLT Teams as part of the Education Sub Committee
4. The PLTs will meet on a regular basis to discuss Curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP)

Language Provision

Vermont Primary School will deliver Indonesian as a Language.

Pedagogy

At Vermont Primary School, our pedagogical approach is guided by the *Victorian Teaching and Learning Model 2.0 (VTLM 2.0)*, which aligns with *FISO 2.0* and outlines how effective teaching and learning occur across our school. It defines our instructional model, wellbeing focus, and the subject-specific high-impact teaching and learning strategies used by all teachers.

Learning Intentions and Success Criteria are explicitly expressed in all teaching and learning environments, including curriculum and weekly planners, ensuring that teaching activities, assessment, and feedback are clearly linked to student learning goals.

Assessment

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

Assessment within the *Victorian Teaching and Learning Model 2.0* is central to understanding student progress and informing teaching practice. It is a continuous process that identifies student needs, monitors growth, and guides planning and instruction. Through explicit teaching, formative assessment, and timely feedback, teachers make informed, responsive decisions to enhance student learning outcomes.

At Vermont Primary School:

- Teachers 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 Vermont Primary School Assessment Timeline. The assessments may include, but are not limited to, tests and assignments, investigations, projects, 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.
- Teachers will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program, 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

Vermont Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Vermont 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 Vermont Primary School, reports are created using the COMPASS platform. The report is available in digital format which can be downloaded for viewing or can be printed. It is written in a format easy for parents/carers to understand. It will have an option to translate text from English to another language, to cater to our school community.

Vermont Primary School reports 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).

Vermont 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, conducted twice-yearly, 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 2.0 and the FISO 2.0 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	VPS Leadership team and Learning Specialists monitor the development whole-school planning documents including yearly scope and sequences across all curriculum areas and termly overviews. Evidence based research is used to guide whole-school approaches to teaching and learning. Data used to review curriculum planning includes; NAPLAN, PAT, Essential Assessment and moderated tasks.	-Principal -Assistant Principals -Leading Teachers / Learning Specialist	Regular monitoring, yearly review and modification.
Curriculum Areas	The school uses the VCAA yearly scope and sequence documents to plan for each curriculum areas. Termly unit plans are developed for all curriculum areas. Data is analysed to inform targeted planning.	-Principal -Assistant Principals -Leading Teachers / Learning Specialist -Level Team Leaders / PLC Leaders	Each Term Each Term Weekly / Fortnightly
Year levels	Each year level cross checks their planning with the VCAA documents to ensure full coverage of the curriculum Team Leaders are provided with a Planning Day	-Assistant Principal -Leading Teachers / Learning Specialist -Level Team Leaders / PLC Leaders	Each Term

Units and lessons	<p>Unit and lessons are developed, implemented and evaluated regularly to ensure point of need teaching for students.</p> <p>Centralised planning allows for units and lessons to be reviewed and evaluated.</p> <p>Staff access our assessment schedule to monitor student growth and achievement. This information is used to inform planning.</p> <p>Levels are provided with a day to plan together.</p> <p>Focusing on coverage of the curriculum, Instructional Model, whole school strategies, and evidence of moderation</p>	<p>-Leading Teachers / Learning Specialist Level Team Leaders / PLC Leaders</p> <p>Teachers in each level</p>	Each Term
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Review of teaching practice

Vermont 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, or a Statement of Expectation for staff directly aligned to the School Strategic Plan (SSP), Annual Implementation Plan (AIP), ensuring the Victorian Teaching and Learning Model 2.0 (VTLM2.0) is fully embedded by 2028. This is to ensure the positions on the teaching of reading and mathematics and explicit teaching are adhered to. Monitoring performance provides an opportunity for feedback to teaching staff on set goals and 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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	20/11/2025
Approved by	Jess Mann (Principal)
Next scheduled review date	20/11/2028