CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Fairhills 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

Fairhills 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.

Fairhills Primary School is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10. The key points in this framework, in line with the F–10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:

- A defined curriculum content as 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

Fairhills Primary School will meet the standards with:

- A time allocation for 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)
- An explanation of how curriculum and teaching practice will be reviewed
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan)

Fairhills Primary School is committed to providing a nurturing and challenging learning environment where every student is supported to achieve their best. We hold high expectations for all learners

and believe that every child can experience success through a balance of academic rigour, wellbeing and engagement.

Our school places a strong emphasis on developing confident, capable learners through a clear focus on literacy and numeracy. The implementation of a student-facing Instructional Model ensures consistency and quality in teaching practice across the school. Teachers work collaboratively to analyse data and use evidence-based strategies that respond to individual student needs. Through explicit instruction, targeted intervention and enrichment opportunities, students are empowered to take ownership of their learning and build the skills necessary for life-long success.

Wellbeing is central to everything we do at Fairhills Primary School. We understand that students learn best when they feel safe, connected and valued. Our STARR Values – Safety, Teamwork, Achievement, Respect and Responsibility are embedded in all aspects of school life and guide the way our community interacts, learns, and grows together. We take a proactive approach to supporting student wellbeing, fostering a sense of belonging, empathy and personal responsibility.

At Fairhills, we are proud of our inclusive culture and work in partnership with families to ensure our students develop the knowledge, skills and confidence to thrive academically, socially and emotionally in an ever-changing world.

IMPLEMENTATION

At Fairhills Primary School, class time is structured into a weekly timetable with 5 hours of learning per day.

Further information on how our school implements the curriculum is provided in our whole school, curriculum area and weekly plans.

Language provision

Fairhills Primary School will deliver Mandarin (Years 1 to 6) as a Language, based on the close connection demographically of Asia to Australia and the changes in our local community and school.

Pedagogy

In accordance with FISO 2.0, teaching and learning at Fairhills Primary School is guided by a consistent, evidence-informed pedagogical approach that supports all students to learn and achieve. Teachers implement common and subject-specific practices that reflect the Victorian Teaching and Learning Model (V.T.L.M.) to ensure effective and engaging learning experiences. Across all learning areas, teachers use clear learning intentions and success criteria, provide explicit instruction and deliver timely, purposeful feedback to promote deep understanding and continuous growth. In Literacy, teaching focuses on phonemic awareness, vocabulary development, comprehension and the writing process, while in Numeracy, students engage in problem-solving, reasoning, fluency and the application of mathematical knowledge in real-world contexts.

Assessment

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

Students at Fairhills 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.

At Fairhills Primary School, assessment is an integral part of the teaching and learning cycle and is used to monitor, measure and support each student's progress. A range of formative and summative assessment practices are embedded across all learning areas.

Formative assessment is used continuously throughout the learning process to identify students' current knowledge, skills and understandings. Teachers use a variety of strategies such as observations, questioning, student self-assessments, learning conversations, work samples and targeted feedback to inform next steps in teaching and to provide timely, constructive feedback that supports student growth.

Summative assessments are used at key points in the learning cycle to evaluate student achievement against the Victorian Curriculum Standards. These include teacher judgments, common assessment tasks, moderated work samples and standardised assessments such as PAT and Essential Assessment which are outlined in the whole school Assessment Schedule that is reviewed annually.

Reporting

At Fairhills Primary School, we implement the Reporting Student Achievement and Progress Foundation to 10 policy to ensure families receive clear, accurate and timely information about their child's learning progress and achievement. Reporting is an essential part of our partnership with parents and carers, supporting shared understanding and collaboration to enhance each student's learning growth.

Formal written reports are provided to parents and carers twice a year, in accordance with Department of Education requirements outlined in Reporting Student Achievement and Progress Foundation to 10 policy. These reports describe each student's achievement against the Victorian Curriculum Standards, outline learning growth and provide information about their attitudes, efforts and engagement in learning.

In addition to written reports, Fairhills Primary School values regular and open communication with families. Parent-teacher conferences are offered at least twice a year to discuss student progress, celebrate achievements and identify next steps for learning. Families are also encouraged to contact classroom teachers or school leaders at any time during the year to discuss their child's learning or to seek clarification about their progress or report.

The timetable is structured on a weekly basis. Each period is 60 minutes and there are 5 lessons taught per day. At Fairhills Primary School, the breakdown of the weekly cycle is as follows:

Subject	Session	Notes
5 teaching hours per day x 5 days per week = 25 hours		
Reading	5	May include Library
Writing	5	
Word Study/Phonics/Spelling	5 x 30 minutes sessions = 2.5 Hours	This must be allocated to the Spalding Language Arts Program
Maths	5	Includes problem solving and fluency
Wellbeing	1	
Science, Humanities and ICT	1	Inquiry Lessons
Specialists	4.5	Art, Performing Art, STEM, Physical Education & Mandarin
Additional timetabled activities	1	Assembly, Sports Training, Special events
Total	25	

Prep classes may adjust this to better suit their curriculum and the needs of their students in their first year of schooling.

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 planning	Process	Responsibility	Timeframe
Whole school	These are produced as whole school documents that outline the expectations across all year levels. These will be created, as needed, by staff who understand that subject area and will be reviewed as needed, but not during Planning Days.	Principal, Learning Specialists and Classroom Teachers	Annually or as needed
Curriculum Areas	These documents will be created in collaboration with teachers during planning days and will outline areas of the curriculum that will be taught throughout the term. During planning days, it is expected that Literacy, Numeracy and Units of Inquiry documents be created and finalised by the end of the day. They will include Learning Intentions and Success Criteria. Templates for Literacy and Numeracy are on Google drive and must be used by all staff.	Principal, Learning Specialists and Classroom Teachers	Each Term during Planning Days or as needed

Weekly Planners	All teachers should produce a one-page table with the allocation of lessons across the week. It is mandated that this includes: • 5 Reading lessons • 5 Writing lessons • 5 Numeracy lessons If needed, there may be a more detailed English and Mathematics planners created each week, this will depend on the detail contained in the Term Planner.	Learning Specialists and Classroom Teachers	As planning occurs in each learning area.

Review of teaching practice

Fairhills Primary School reviews teaching practice via:

- Staff and whole school Professional Learning, which link the learning needs of students with the practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies
- The School Improvement Team (S.I.T.) through evaluation of data, learning walks, Action Plans developed for the school leaders such as Learning Specialists and the goals and Key Improvement Strategies outlined in the Strategic Plan and Annual Implementation Plan.

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:
  - The Teaching and Learning Handbook – updated annually

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2025
Approved by	Tanya burton
Next scheduled review date	August 2028