

CURRICULUM FRAMEWORK POLICY

Review date: March 2030



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office.

PURPOSE

The purpose of this framework is to outline Mirniyan 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

Mirniyan 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.

Mirniyan 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](#)

Mirniyan Primary School aims to:

At Mirniyan Primary School our goal is to provide a dynamic learning community with equity and excellence in learning and wellbeing. Mirniyan Primary School provides diverse and challenging educational opportunities that aim to develop our students into passionate, confident, and curious learners who have a lifelong love and joy of learning. Students who will continue to be thriving,

empowered global citizens with highly developed learner agency and voice to impact positive change in society.

Our vision is to develop confident and curious learners who respect and care for themselves, others and our environment and always strive for growth. Our mission is to develop the skills, attitudes, abilities, and dispositions of students to achieve their full academic, creative and emotional and social potential to enable them to be confident and responsible global citizens who can make positive lifelong contributions to society and the world.

Mirniyan Primary School embraces contemporary research and evidence-based pedagogies and teaching and learning practices. We are committed to ensuring every student has the best possible opportunity to succeed, achieving academic and personal wellbeing success. We provide an innovative, inclusive, and future-focused learning environment where all stakeholders are expected to be creative and critical thinkers to achieve and thrive as learners, leaders, and citizens.

Curriculum planning and delivery is based on the Victorian Curriculum (Levels F-10, inclusive of Levels A-D) and is differentiated by teachers to meet individual student learning needs. The contemporary pedagogical teaching and learning practices have been implemented through our Professional Learning Communities (PLC) across all areas of the curriculum with consistent and current research based instructional models across all classrooms for English and Mathematics. All curriculum areas are taught and incorporated into the school's inquiry learning approach. This includes 'Investigations', a play-based approach for Prep to grade 2, and inquiry learning as a project-based approach for grades 3 to 6. Investigative learning provides our students with a strong foundation in essential literacy and numeracy skills linking other curriculum areas through a child's natural propensity to learn through play and continually expand their learning, and thinking skills and engage with and achieve their learning goals. Inquiry in grades 3 to 6 provides opportunities for students to develop skills and abilities to be able to increasingly take control of their learning, time to learn deeply, learn new things, and develop high-level thinking skills such as critical and creative thinking skills. Students develop their agency through exploring and researching areas of the curriculum in real life current issues and using their thinking and problem-solving skills to develop solutions that they can action within the school and in their community.

Mirniyan Primary School has a high proportion of culturally and linguistically diverse students and students with English as an additional language (EAL). The school provides support through specialist EAL teaching and classroom support. Digital Learning is embedded in all curriculum areas as a tool to support and extend student learning. The specialist programs provides further learning opportunities for students to develop and enjoy their interests, passions, strengths and excel in many different areas of the curriculum. Wellbeing is embedded throughout all curriculum and areas of the school with a comprehensive whole school approach that supports student social and emotional development and health.

IMPLEMENTATION

Mirniyan Primary School implements its curriculum

Our F – Year 2 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level

- Health and Physical Education, The Arts and Personal and Social Capability, AUSLAN
- Investigations drawing on the other curriculum areas including:
 - o Humanities
 - o Technologies (digital and design)

The Year 3-6 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Health and Physical Education, The Arts and Personal and Social Capability and AUSLAN
- The inquiry approach program (History, Geography, Civics and Citizenship, Humanities, Science Technology) across the two-year band
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band

At Mirniyan Primary School, class time is structured into a weekly timetable, with 25 hours of learning per day, broken into 6 x 50-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 lesson curriculum plans.

Language provision

Mirniyan Primary School will deliver AUSLAN as a Language, based on the fact that many of our students have come from schools that were already learning AUSLAN, feedback from the School Community and availability of teaching staff to implement the program.

Pedagogy

Mirniyan 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 Mirniyan 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.

Students will be supported through scaffolded learning experiences, inclusive practices, and tiered interventions that respond to individual learning needs. Ongoing assessment and collaborative teacher practice will ensure consistent implementation of agreed pedagogical approaches, enabling every student to engage, progress, and achieve success.

Assessment

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

Students at Mirniyan 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 Mirniyan 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.
- Mirniyan Primary School will develop Individual Education Plans (IEPs) for students who have a Disability Inclusion Profile, 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

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

- *Mirniyan 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).
- Mirniyan 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 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
Whole school	<p>Whole school curriculum planning is reviewed to ensure the Victorian Curriculum is taught as prescribed at each year level. This includes cross-referencing the curriculum plan with teacher work programs. An audit is conducted against the whole school curriculum plan.</p> <p>Teacher induction at the start of the year reviews the Teaching and Learning requirements and expectations across the year.</p> <p>The whole school plan is reviewed in line with the Annual Implementation Plan (AIP) for the year and the School Strategic Plan (SSP), as part of the School Improvement Team (SIT) process.</p>	Principal Assistant Principal Learning Specialist SIT Team	<p>Teacher induction at the start of the year.</p> <p>Work program audit- term 1</p> <p>Updates and review of whole school plan- term 4, for the following year.</p> <p>Twice a term as part of the SIT team.</p>
Curriculum Areas	<p>The Assistant Principal and Learning Specialist, reviews the whole school curriculum plan to ensure curriculum areas are taught according to the Victorian Curriculum.</p> <p>Specialist teaching areas provide their curriculum documentation to the Learning Specialist for review.</p>	Assistant Principal Learning Specialist	<p>Meets twice a term to review.</p>
Year levels	<p>The Professional Learning Team (PLT) leader of each year level, in collaboration with the Learning Specialist, discuss and plan the curriculum areas to be taught as part of the PLT planning process for that year level. PLTs have a planning day at the end of each term to plan the curriculum area</p>	PLT Leaders Teachers within the PLT	<p>PLTs have a double (100 minute) PLT planning session weekly.</p>

	<p>content, including learning intentions and success criteria, for the following term. The specialist teachers also operate as a PLT, and work closely with the Learning Specialist to plan and deliver their curriculum areas.</p>	<p>Learning Specialist</p>	<p>PLTs have a dedicated 60 minute meeting after school on Monday</p> <p>PLT Leaders meet once per week to develop objectives for the team</p> <p>Once a term, the PLT has 6 sessions (300 minutes) to plan the curriculum overview for the following term.</p>
<p>Units and lessons</p>	<p>Each curriculum area i.e. Reading, Maths, inquiry etc. has a planning template which teachers as part of their PLT use to plan the teaching of the curriculum on a weekly/daily basis. This is consistent across the school and references the Instructional Teaching Model The planning template also requires teachers to plan for differentiation i.e. above, at and below expected levels; meeting the needs of EAL learners and other cohorts i.e. DI dtudents, ATSI</p>	<p>Teachers within the PLT</p>	<p>PLTs have a double (100 minute) PLT planning session weekly.</p> <p>PLTs have a dedicated 60 minute meeting after school on Monday</p> <p>PLT Leaders meet once per week to develop objectives for the team</p> <p>Once a term, the PLT has 6 sessions (300 minutes) to plan the curriculum overview for the following term.</p> <p>Teachers also have individual</p>

			‘related work’ time to do unit and lesson planning, either individually or collaboratively.
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Review of teaching practice

Mirniyan 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	March 2026
Approved by	Nicole Walker
Next scheduled review date	March 2030