
Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Castlemaine Primary School on 03 5472 1452 or castlemaine.ps@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Castlemaine 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 plans F-6, year level and unit/lesson plans.

OVERVIEW

Castlemaine 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.

Castlemaine 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](#)

Castlemaine Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our curriculum and culture create 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 Castlemaine Primary School our curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. It is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. The curriculum is designed to develop thinking and social skills, and foster engagement with the wider community. 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

Castlemaine Primary School implements the Victorian Curriculum F–10 from Foundation to Grade 6, providing a comprehensive teaching and learning program that supports all students to develop the knowledge, skills, and capabilities outlined in the curriculum. The curriculum includes the Victorian Curriculum F–10 learning areas and capabilities, as well as the Towards Foundation Levels A–D for students requiring an adjusted curriculum.

Core classroom programs focus on English and Mathematics, with explicit, evidence-based instruction that develops students' literacy and numeracy skills. Students also participate in an integrated inquiry program that incorporates Science, Humanities, History, Technologies, Wellbeing, and Health and Physical Education, enabling them to apply their learning across meaningful contexts. The Victorian Curriculum capabilities are explicitly taught and embedded across all learning areas to support students' personal, social, ethical, intercultural, and critical and creative thinking skills.

Students participate in specialist programs in Visual Arts, Physical Education, French, and Performing Arts (Music and Drama). All curriculum programs are planned and delivered using evidence-informed instructional practices, including the Gradual Release of Responsibility and the school's Instructional Model, with differentiation and reasonable adjustments provided to ensure all students can access, participate in, and achieve success in the curriculum.

At Castlemaine Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into 60-minute sessions.

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 and year level/ unit curriculum plans.

Language provision

Castlemaine Primary School will deliver French as a Language, based on its continuation within the local Secondary College.

Pedagogy

At Castlemaine Primary School, teaching and learning are guided by the Victorian Teaching and Learning Model (VTLM), which provides a consistent, evidence-based framework for effective classroom practice. The VTLM supports teachers to plan, deliver, assess and reflect on learning, ensuring every student has access to high-quality instruction and opportunities to achieve success.

Teachers implement a range of High Impact Teaching Strategies (HITS) across all learning areas, including explicit teaching, setting clear learning intentions and success criteria, questioning, worked examples, collaborative learning, feedback, and differentiated teaching. Subject-specific evidence-based approaches are embedded throughout the curriculum, including systematic synthetic phonics

and structured literacy practices in English, and explicit numeracy instruction using concrete, pictorial and abstract representations in Mathematics.

Student learning is informed by ongoing assessment and data analysis, enabling teachers to monitor progress, identify learning needs, and provide timely intervention and extension. Through the school's Multi-Tiered System of Supports (MTSS), reasonable adjustments and targeted support are provided to ensure all students can access, participate in, and succeed in the curriculum. Our teaching practices foster high expectations, inclusion, engagement, and student wellbeing, supporting every learner to reach their full potential.

Assessment

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

Students at Castlemaine 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 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 use a variety of assessment strategies to gather evidence about student achievement which may include, but are not limited to, tests, 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.
- Castlemaine 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

Castlemaine Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Castlemaine 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 Castlemaine Primary School student reports will be in a written format easy for parents/carers to understand and will be accessible in digital form via XUNO.

Castlemaine 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](#).

Reports include an assessment of each student's achievement against the Victorian Curriculum F–10 achievement standards for each curriculum area taught during the reporting period. Achievement is reported using curriculum level ratings that reflect the student's demonstrated level of learning and progress within the Victorian Curriculum. Both student achievement and progress will be included in the report.

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

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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Curriculum Plans F-6	Leadership and curriculum leaders	Every 2 years
Curriculum Areas	Scope and sequence documents	Leadership and curriculum leaders	Every year
Year levels	Yearly/Termly overviews	All teaching staff	Termly
Units and lessons	Weekly lesson plans	All teaching staff	Weekly

Review of teaching practice

Castlemaine 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	4 th September 2026
Approved by	Principal – Kate Ward
Next scheduled review date	4 th September 2029

Appendix A - Curriculum Plan - including time allocations

Foundation - 2		Years 3-6	
Domain	Hours per Week	Domain	Hours Per Week
Literacy	11	Literacy	10
Numeracy	5	Numeracy	5
Health & Physical Education	2	Health & Physical Education	2
Visual Arts	1	Visual Arts	1

Performing Arts	1	Performing Arts	1
LOTE (French)	1	LOTE (French)	1
Inquiry	2	Inquiry	3
Wellbeing	1	Wellbeing	1
Other (E.g. Library, Assembly)	1	Other (E.g. Library, Assembly)	1
TOTAL	25	TOTAL	25