



**Newlands**  
Escuela Primaria

## CURRICULUM FRAMEWORK POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact [\(03\) 9354 2928](tel:0393542928)

### PURPOSE

The purpose of this framework is to outline Newlands Primary School 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

Newlands 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.

Newlands 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](#)

*“Newlands Primary School is committed to providing a high-quality education that enables every student to learn, grow and succeed. Our school values are Care, Creativity, Curiosity and Responsibility, and we strive to create an inclusive and supportive environment where all students feel safe, valued and empowered to achieve their best.*

*We believe that every student can learn and that strong relationships between students, staff and families are central to student success. At Newlands Primary School, we support a culture of high expectations, curiosity and perseverance, encouraging students to become confident, capable and reflective learners.*

*Our school embraces the opportunities provided through our Spanish–English bilingual learning environment, supporting students to develop strong communication skills, intercultural understanding and a global perspective. We value diversity and recognise the richness that different cultures, languages and experiences bring to our community.*

*Through engaging and purposeful learning experiences, we aim to develop students who are thoughtful, collaborative and adaptable, and who are equipped with the knowledge, skills and dispositions needed to participate positively in their community and the wider world.”*

## **IMPLEMENTATION**

*Newlands Primary School implements a comprehensive curriculum program aligned with the Victorian Curriculum 2.0, ensuring students develop strong knowledge, skills and capabilities across all learning areas.*

*Students engage in a balanced curriculum that includes the core learning areas of English and Mathematics, alongside Spanish language learning, and a range of specialist learning areas including Physical Education, Visual Arts, Performing Arts and STEM/Digital Technologies.*

*Class time is structured through a weekly timetable that provides a balance of core instruction, specialist programs and collaborative learning experiences. Each school day provides approximately five hours of learning, organised into clearly defined learning blocks that support sustained engagement and deep learning.*

*Curriculum planning occurs through collaborative professional learning teams where teachers review student data, plan instruction and evaluate the impact of teaching practices to ensure the curriculum remains responsive to the needs of students.*

## **LANGUAGE PROVISION**

*Newlands Primary School provides a Spanish–English 50/50 immersion bilingual learning program. Through this program, students engage in learning experiences across both languages while working towards the achievement standards of the Victorian Curriculum.*

*The bilingual program aims to support students to develop bilingualism and biliteracy, while also strengthening students’ intercultural understanding and global perspectives. Learning experiences are designed to support the development of language proficiency across speaking, listening, reading and writing in both English and Spanish.*

## PEDAGOGY

*Teaching and learning at Newlands Primary School is informed by the Victorian Learning and Teaching Model 2.0 (VLTM 2.0) and delivered through a consistent explicit teaching model.*

*Teachers clearly communicate learning intentions and success criteria, explicitly model new knowledge and skills, and provide structured opportunities for guided and independent practice. Instruction is carefully sequenced to support students to build knowledge and develop skills over time.*

*Newlands Primary School implements a tiered approach to student learning and support. High-quality classroom instruction (Tier 1) forms the foundation of learning for all students. Where additional support or extension is required, targeted (Tier 2) and intensive (Tier 3) supports are implemented to ensure that all students are able to access the curriculum and achieve success.*

*Teachers use a range of instructional strategies to actively engage students in their learning, promote collaboration and build students' capacity as independent learners.*

## ASSESSMENT

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

*Students at Newlands 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.*

*Newlands Primary School assesses student learning as part of the school-based curriculum program, including formative and summative assessment.*

- Teachers at Newlands 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.*
- Newlands 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

Newlands Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Newlands 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 Newlands Primary School, Student achievement is formally reported twice per year through written semester reports that outline student progress against the Victorian Curriculum achievement standards. Reports include information about student achievement, progress and areas for future learning.

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.

- Newlands 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).
- Newlands 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 each term, 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

<b>Layer of review/planning</b>	<b>Process and data used</b>	<b>Responsibility</b>	<b>Timeframe</b>
<b>Whole school</b>	<p>The Newlands Primary School leadership team and Learning Community Leaders (Leading Teachers) monitor the development whole-school planning documents including yearly scope and sequences across all curriculum areas and termly overviews.</p> <p>Evidence based research is used to guide whole-school approaches to teaching and learning.</p> <p>Data used to review curriculum planning include but not limited to; NAPLAN, PAT, No More Marking, Insight, school developed assessments and moderated tasks.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Learning Community Leaders</p>	<p>Regular monitoring, yearly review and modification.</p>
<b>Curriculum Areas</b>	<p>The school develops yearly scope and sequence documents to plan for each curriculum areas.</p> <p>Termly unit plans are developed for all curriculum areas.</p> <p>Each week, staff analyse student data to inform targeted planning.</p>	<p>Learning Community Leaders</p> <p>Teachers</p>	
<b>Year levels</b>	<p>Each cohort cross checks their planning with the VCAA documents to ensure full coverage of the curriculum.</p>	<p>Learning Community Leaders</p> <p>Teachers</p>	<p>Ongoing</p>
<b>Units and lessons</b>	<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>Learning Community Leaders</p> <p>Teachers</p>	<p>Ongoing</p>

	Staff access our assessment schedule to monitor student growth and achievement. This information is used to inform planning.		
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### Review of teaching practice

Newlands 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 cohort
  - unit plans/sequence of lessons

### POLICY REVIEW AND APPROVAL

Policy last reviewed	05/03/2026
Approved by	Principal – Luke Cripps
Next scheduled review date	2030