



MARYSVILLE PRIMARY SCHOOL · 1273

Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Marysville Primary School's organisation, implementation and review of curriculum and teaching practice. It describes how the school delivers the Victorian Curriculum F–10 Version 2.0, substantially addresses all eight key learning areas, assesses and monitors student learning, records student performance, reports achievement and progress to parents and carers, and reviews curriculum and teaching practice over time.

The school develops and maintains a separate whole-school curriculum plan, supported by curriculum-area, year-level and unit/lesson planning. Curriculum planning is aligned with the School Strategic Plan and Annual Implementation Plan and is reviewed using evidence of student learning, engagement and wellbeing.

Marysville Primary School provides all students with a planned and structured curriculum designed to develop the knowledge, skills and capabilities needed for successful learning, active participation in the community and future pathways. The school is committed to a comprehensive curriculum based on Victorian Curriculum F–10 Version 2.0, with a strong focus on literacy, numeracy, student wellbeing, inclusion and individual growth.

OVERVIEW

Curriculum Statement

Marysville Primary School provides an inclusive, academically rigorous and engaging learning environment in which every student is known, supported and challenged to achieve strong individual growth. Through high-quality teaching, evidence-informed practice and responsive curriculum planning, the school develops confident, articulate and independent learners who take pride in themselves, their learning and their school.

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](#)

Pedagogy

Marysville Primary School uses the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) to inform whole-school improvement and classroom practice. VTLM 2.0 has explicit teaching at its core and comprises two components: the Elements of Learning and the Elements of Teaching. The Elements of Teaching are Planning, Enabling Learning, Explicit Teaching and Supported Application.

The Framework for Improving Student Outcomes (FISO 2.0) Improvement Cycle supports school improvement and evidence-informed decision-making through the stages: Evaluate and diagnose; Prioritise and set goals; Develop and plan; and Implement and monitor.

IMPROVEMENT CYCLE



Implementation

Marysville Primary School maintains curriculum documentation and school timetables that demonstrate how the teaching and learning program is delivered across Foundation to Year 6. The school substantially addresses all eight key learning areas and ensures that students participate in the required curriculum at the relevant year levels.

- English
- Mathematics
- Science
- Humanities and Social Sciences, including History, Geography, Civics and Citizenship, and Economics and Business
- The Arts
- Languages
- Health and Physical Education
- Technologies, including Digital Technologies and Design and Technologies

Approximate time allocations are outlined below. Curriculum areas may be integrated where appropriate, while maintaining appropriate scope, sequence, curriculum coverage and the minimum required instructional time. School timetables, yearly overviews, term planners and assessment schedules provide further evidence of curriculum delivery.

All students participate in the required curriculum program. Learning areas may be integrated where appropriate; however, the school monitors scope, sequence and curriculum coverage to ensure that all eight key learning areas are substantially addressed across the required bands of schooling.

Marysville Primary School implements its curriculum through a structured fortnightly timetable and provides at least 25 hours of student instruction each week. Core classroom programs are complemented by specialist, intervention, extension and integrated learning experiences. The whole-school curriculum plan and supporting planning documentation identify the learning areas and capabilities delivered across Foundation to Year 6 and show approximate time allocations.

Language Provision

At Marysville Primary school Students core lote program is Auslan. Marysville Primary School also offers a Taungurung Language and Culture Program. The program strengthens students' understanding of Taungurung culture, language and connection to Country, with a particular emphasis on custodianship and caring for the land.

The program is enriching and meaningful, and students are deeply engaged in developing their knowledge, respect and connection to Taungurung Country and culture. Students participate in fortnightly session with a Taungurung linguist and Elder. Taungurung language is also used in classroom routines, including greetings, acknowledgements and other learning tasks. Each student has worked with the Taungurung linguist and Elder to adopt a personal totem animal and explore the responsibilities associated with caring for and protecting that animal, building awareness of local species, cultural knowledge and environmental responsibility.

Curriculum Time Allocation

Learning area / program	Description	Approximate time allocation
English	English encompasses Reading and Viewing, Writing, and Speaking and Listening. Literacy is explicitly taught and is also developed across other learning areas. Teaching is differentiated to respond to individual student needs, including students learning English as an Additional Language (EAL).	Approximately 10 hours per week
Mathematics	Mathematics is aligned with Victorian Curriculum F–10 Version 2.0 and addresses the six strands of Number, Algebra, Measurement, Space,	Approximately 5 hours per week

Learning area / program	Description	Approximate time allocation
	Statistics and Probability, as applicable to each level. Teaching includes explicit instruction, fluency, reasoning, problem-solving and application.	
Science	Science provides opportunities for students to develop scientific knowledge, understanding and inquiry skills. Students investigate biological, chemical, physical, Earth and space science concepts and consider how scientific knowledge is developed and applied.	Approximately 1–2 hours per week, including specialist and/or integrated learning
Humanities	Humanities includes History, Geography, Civics and Citizenship, and Economics and Business, as appropriate to the relevant year levels. Humanities is delivered through explicit and integrated/thematic learning.	Approximately 3–4 hours per week
Languages / Cultural Studies – Taungurung Language and Culture	A weekly Taungurung Language and Culture Program strengthens students' understanding of language, culture, connection to Country, custodianship and caring for the land. Taungurung language is also used in daily classroom routines and learning activities.	Approximately 1 hour per week, with additional language and cultural learning embedded across the curriculum
Health and Physical Education	All students participate in Health and Physical Education. Programs include specialist physical education and may include swimming and water safety, athletics, cross country, dance and other school-based physical activity opportunities. Health content is taught explicitly and/or through integrated curriculum programs.	Approximately 1 hour per week specialist PE, with additional Health and physical activity integrated across the program
The Arts	The Arts supports students to develop creative and expressive capabilities through Visual Arts, Music and Performing Arts. Students engage in making, performing, responding and presenting through classroom and whole-school learning experiences.	Approximately 1 hour per week Visual Arts; approximately 1 hour per week Music/Performing Arts; additional whole-school performance opportunities
Technologies	Technologies includes Digital Technologies and Design and Technologies. Students develop digital literacy, computational and design thinking, and use technologies to create and evaluate solutions.	Embedded across the curriculum with explicit teaching where appropriate
Capabilities	Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capability are explicitly addressed and embedded across appropriate learning areas and whole-school programs.	Embedded across the curriculum
Library and Literature	Students engage with literature, develop reading habits and access library resources through the MARC program and classroom learning.	Approximately 1 hour per fortnight with MARC, plus classroom integration
Targeted Intervention	Targeted intervention is provided for identified students based on assessment data and individual learning needs. Intervention may include structured literacy, numeracy and other evidence-informed programs delivered by teachers and/or trained education support staff under teacher direction.	Allocated according to identified student need and available resourcing
Extension and High-Ability Learning	Extension is provided through differentiated classroom planning, targeted enrichment opportunities and the Victorian High-Ability Program (VHAP) where appropriate.	Embedded in classroom planning and targeted opportunities for selected students

Implementation and Development of Curriculum Initiatives and Programs

Marysville Primary School implements curriculum initiatives that respond to identified student learning needs and school improvement priorities. The school considers the needs of cohorts and individual students, including students with disability and/or additional learning needs, high-ability students and students from diverse language backgrounds. Curriculum planning and teaching are differentiated to provide appropriate access, challenge, support and extension.

The FISO 2.0 Improvement Cycle is used to inform decisions about implementing, monitoring and evaluating curriculum initiatives. Agreed initiatives are implemented strategically and systematically and are aligned with the SSP, AIP and identified student needs. Professional learning, coaching, mentoring, observation and collaboration support consistent implementation.

Teachers use Victorian Curriculum F–10 Version 2.0 scope and sequence documentation, whole-school and yearly curriculum plans, the school assessment schedule, and formative and summative assessment information to inform planning. Assessment is used to identify student entry points, monitor growth, differentiate teaching and establish achievable learning goals.

Digital Technologies is integrated across the curriculum and implemented in accordance with current Department of Education Policy and Advisory Library (PAL) guidance and the school's endorsed policies and procedures.

Student Wellbeing and Learning

Student wellbeing and learning are supported through the Child Safe Standards, inclusive curriculum planning, Respectful Relationships, Consent Education, cyber safety/eSafety learning and other evidence-informed wellbeing approaches. The school seeks to create a safe, inclusive and meaningful learning environment in which students experience belonging, connection and appropriate support.

Students with Disability and Additional Learning Needs

Marysville Primary School is committed to an inclusive education system in which all students, including students with disability and/or additional learning needs, have access to high-quality education and reasonable adjustments. The school uses Disability Inclusion and other available supports to assist students to participate in learning on the same basis as their peers.

Where required, teachers develop Individual Education Plans and/or behaviour support plans with clear, measurable goals based on individual student needs. Plans are developed and reviewed in consultation with students, families and relevant professionals through Student Support Group processes.

Koorie Education and Cultural Inclusion

Marysville Primary School is committed to providing culturally safe, inclusive and responsive learning environments for Aboriginal and Torres Strait Islander students and families. The school supports this through:

- creating an environment that respects, recognises and celebrates Aboriginal and Torres Strait Islander cultures, histories, identities and perspectives through curriculum and school practice
- working in partnership with families, the Koorie Education Workforce and other relevant supports when developing and implementing initiatives for Koorie students
- developing and reviewing Individual Education Plans and Student Support Group arrangements for Koorie students where required, with a focus on student voice, learning, engagement, wellbeing and cultural safety.

Student Learning Outcomes Statement

At Marysville Primary School, we aim to achieve high levels of individual student growth by using evidence, assessment data and knowledge of each learner to inform teaching, intervention, extension and curriculum planning.

Assessment

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

Students at Marysville Primary 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 Marysville 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.
- Example 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

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

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.

- Marysville Primary 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).
- Marysville Primary 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

Marysville Primary School uses a range of school and system data, together with the School Strategic Plan (SSP), to inform goals and priorities in the Annual Implementation Plan (AIP). The Strategic Planning Online Tool (SPOT), FISO 2.0 Improvement Cycle and relevant school improvement processes are used to evaluate curriculum and teaching practice.

The principal and teaching staff analyse student achievement, engagement and wellbeing data to identify areas requiring improvement. Data may include NAPLAN, PAT, school-based assessments, formative and summative assessment, teacher judgements and moderated student work against the Victorian Curriculum achievement standards.

The School Improvement Team collaborates to set goals, allocate resources, establish milestones and identify roles and responsibilities for curriculum initiatives and teaching practice aligned with AIP priorities. Staff are provided with opportunities to review and understand the AIP and the evidence that informs school improvement priorities.

Review of Curriculum Planning

Curriculum planning is reviewed at multiple levels to ensure continuity, coverage, responsiveness to student learning needs and alignment with the Victorian Curriculum F-10 Version 2.0, the School Strategic Plan and Annual Implementation Plan.

Layer of review/planning	Process and data used	Responsibility	Timeframe
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Whole school	Review of whole-school curriculum plan, student achievement, engagement and wellbeing data, SSP/AIP priorities, system data and FISO 2.0 improvement work.	Principal and School Improvement Team / teaching staff	Annual review, with strategic review aligned to the SSP cycle
Curriculum areas	Review of scope and sequence, curriculum coverage, assessment information, moderation evidence, resources and agreed teaching approaches.	Principal, curriculum/POR leaders and teaching staff	At least twice per term and as part of annual curriculum planning
Year levels / bands	Review of year-level and band planning, assessment data, differentiation, intervention and extension needs, and alignment with the whole-school curriculum plan.	Classroom teachers, supported by curriculum leaders	Weekly collaborative planning and termly review
Units and lessons	Use of formative assessment, student work, observations and feedback to evaluate learning sequences and adjust instruction.	Classroom teachers	Ongoing throughout each unit/learning sequence

Review of Teaching Practice

Marysville Primary School reviews teaching practice through Professional Learning Communities and collaborative planning, learning walks and observation, moderation, professional learning, coaching and the Performance and Development process. These processes connect student learning needs with teacher professional learning and provide opportunities to evaluate the impact of teaching strategies, receive feedback and identify priorities for improvement.

Professional Learning Communities and collaborative planning processes support consistency of practice across the school. The principal monitors and supports teaching practice through learning walks, review of curriculum planning documentation, participation in collaborative planning and the Performance and Development process. Timely, specific and constructive feedback supports professional reflection and continuous improvement.

Professional Learning

Marysville Primary School promotes and supports staff to develop their expertise and professional practice by ensuring appropriate cultures, processes and structures are in place. Professional learning is informed by student learning data, staff professional learning needs and school improvement priorities.

Marysville Primary School is committed to:

- creating and retaining a highly qualified, skilled, motivated and supported workforce
- ensuring staff have the knowledge and skills required to undertake their work and support student learning, growth and achievement
- providing professional learning, coaching and mentoring for aspiring and current leaders
- encouraging innovation, professional reflection and continuous improvement
- providing opportunities for collaboration within the school and with neighbouring schools and networks
- providing staff with a professional learning calendar aligned with VTLM 2.0, FISO 2.0, the AIP and identified school priorities
- providing opportunities for professional reading, data analysis, peer observation, feedback, coaching, mentoring and one-to-one professional dialogue
- providing induction and mentoring for new, returning and graduate teachers
- using the Performance and Development process to establish professional goals aligned with the Australian Professional Standards for Teachers and school improvement priorities.

Professional Practice Days are scheduled and implemented in accordance with applicable industrial and Department requirements, with a focus on high-quality teaching, learning and student support.

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 related local curriculum documentation:

- whole-school curriculum plan
- curriculum-area scope and sequence/planning documents
- year-level and band plans
- unit plans and learning sequences
- whole-school assessment schedule
- school and class timetables
- Marysville Primary School Instructional Model

Policy Review and Approval

Policy rewritten	September 2026
Approved by	Erin Rabot Acting Principal
Next scheduled review	September 2030.