

Curriculum Framework



Help for non-English speakers

If you need help to understand the information in this policy, please contact Portarlington Primary School on 03 5259 2572 or portarlington.ps@education.vic.gov.au

PURPOSE

The purpose of this framework is to outline Portarlington 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.

OVERVIEW

Portarlington 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.

Portarlington 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](#)

Portarlington Primary School aims 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.

IMPLEMENTATION

Portarlington Primary School implements its curriculum using evidence-based practices, comprehensive planning, review of concepts and prior knowledge, explicit teaching, and the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) within its instructional model. We aim to equip our learners with necessary skills, knowledge, and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally-minded citizens who want to make a positive difference to others, the environment and the world around them.

We offer a viable and rigorous curriculum using the Victorian Curriculum, that is differentiated by our educators to cater to individual needs and abilities. Our staff plan, teach and assess students' learning using an agreed instructional model that incorporates the VTLM 2.0 to ensure consistency in approach throughout the school and use evidence-based pedagogies and practices to plan, teach and assess student learning. Our school prioritises the explicit teaching of Reading, Writing and Mathematics. Our diverse range of specialist programs including Physical Education, STEM, Performing Arts, and Visual Arts, provide all of our students the opportunity to participate in a range of learning opportunities to discover their interests, talents, and passions. AUSLAN is the chosen language at Portarlington Primary School, aiming to provide all learners with a language they can apply within our community. We are also a Stephanie Alexander Kitchen Garden school, which provides an engaging, hands on curriculum, providing students with a garden to plate curriculum. Technology is valued as a tool at Portarlington Primary School, with students equipped with the necessary skills and knowledge to navigate the online world safely and respectfully.

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

Time Allocations Per Learning Area

Foundation to Year Two	
Domain	Minutes Per Week (Average)
English (Reading, Writing, Phonics, Spelling, Fluency, Speaking and Listening and Grammar)	600 (150 - explicit phonics instruction)
Mathematics	360
STEM/Kitchen Garden Program	60
Humanities/Social Emotional Learning (Wellbeing)	240
Physical Education, Health and Sport	60
Visual Arts	60
Performing Arts	60
AUSLAN	60
TOTAL	1500 per week

Year Three to Year Six	
Domain	Minutes Per Week (Average)
English (Reading, Writing, Morphology, Spelling, Fluency, Speaking and Listening and Grammar)	600
Mathematics	360
STEM/Kitchen Garden Program	60
Humanities/Social Emotional Learning (Wellbeing)	240
Physical Education, Health and Sport	60
Visual Arts	60
Performing Arts	60
AUSLAN	60
TOTAL	1500 per week

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 Yearly and Termly Scope and Sequence documentations, weekly planners and curriculum plans.

Language Provision

Portarlington Primary School will deliver AUSLAN as a language based on the choice of the school community, building an inclusive school culture, encouraging empathy, patience and awareness of accessibility needs.

Pedagogy

The pedagogical approach at Portarlington Primary School aligns with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), Positive Classroom Management Strategies (PCMS) and High Impact Wellbeing Strategies (HIWS), and is reflected in the school's instructional models and wellbeing programs. Teachers deliver curriculum programs using explicit teaching pedagogies and practices to maximise student outcomes.

Victorian Teaching and Learning Model 2.0

Elements of Learning

- Attention, focus and regulation: Learning requires students' active engagement and focused attention in order to move new information from working memory to long-term memory. Student learning can be supported by minimising distractions, setting appropriate levels of challenge, using rules and routines, and establishing learning environments where students feel accepted, valued and that they belong.
- Knowledge and memory: Working memory is the active workspace for engaging with knowledge, skills and concepts. Learning happens when new knowledge moves from working memory to long-term memory. Long-term

memory is where information, including our memories, are stored and new knowledge is linked to existing mental models.

- Retention and recall: As working memory has limited capacity, it is best supported if new information is introduced in small, manageable chunks, a task is not too difficult for the current level of knowledge, there are no visual or auditory distractions and there are clear expectations and consistent rules and routines. Practice using new information facilitates transfer to long-term memory and retention. Recalling new knowledge strengthens the connections in long-term memory and makes it easier to apply.

- Mastery and application: Spaced, varied and repeated practice consolidates learning, builds neural connections, supports transfer of learning to new situations and leads to ever more complex mental models in long-term memory. This in turn supports retrieval and application of knowledge. Students can more effectively engage in problem solving and generate new learning once they have acquired the relevant knowledge.

Elements of Teaching

- Planning: Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multitiered system of supports.

- Enabling Learning: Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self efficacy, and to create a learning focused environment where the development and application of knowledge drives curiosity and creativity.

- Explicit Teaching: Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modelling practice, and using formative assessment and feedback to monitor progress towards mastery.

- Supported Application: Refers to the practices that maximise the consolidation and application of learning, including revisiting and reviewing knowledge, varying and spacing practice, organising knowledge and extending and challenging students as they move to mastery of new factual, conceptual and procedural knowledge.

Alongside Portarlington Primary School's instructional models, teachers implement Positive Classroom Management Strategies to increase the likelihood of greater instructional and engaged time, and High Impact Wellbeing Strategies (HIWS) to support student's engagement and wellbeing.

Positive Classroom Management Strategies

- Classroom behaviour expectations and rules
- Classroom procedures and routines
- Encouraging expected classroom behaviour
- Discouraging inappropriate classroom behaviour
- Active supervision
- Opportunities to respond
- Activity choice and sequence
- Task difficulty

High Impact Wellbeing Strategies

- Build relationships with students
- Facilitate peer relationships
- Establish and maintain clear classroom expectations
- Support inclusion and belonging
- Foster student self-efficacy
- Engage students
- Promote coping strategies and facilitate referrals

Assessment

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

Students at Portarlington 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 Portarlington 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 the sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to inform future lessons and learning, as well as to keep students and parents/carers 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 unit planners and curriculum planning. 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.
- Portarlington Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD) or Disability Inclusion (DI), Koorie students and students in 'Out of Home' care, in consultation with students, parents and carers 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

Portarlington Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Portarlington 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 Portarlington Primary School progress reports are issued to parents and carers in both Terms 2 and 4. Parent/Teacher interviews are conducted in Terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress 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.

- Portarlington Primary School will report directly against the Victorian Curriculum F-10 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).
- Portarlington 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	School leadership will review the Scope and Sequence documents annually. This will involve using the Victorian Curriculum F-10 , Scope and Sequence mapping documents to ensure all key knowledge and skills are taught sequentially.	School Leadership	Term Four
Curriculum units and lessons	Curriculum programs are reviewed termly to ensure that year level planning aligns with the whole school Scope and Sequence documents. A review of programs occurs during Professional Learning Community and staff meetings with the all teaching staff and school leadership.	Classroom Teachers School Leadership	Termly

	Classroom peer observations, monitoring and review of school-based assessments and moderation practices are used to determine the effectiveness and implementation of curriculum programs across all year levels.		
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Review of teaching practice

- 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.

COMMUNICATION

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

RELATED POLICIES AND RESOURCES

Portarlington Primary School policies and resources relevant to this policy include:

- 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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	11th May 2026
Approved by	Principal
Next scheduled review date	May 2029