



CURRICULUM POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact our office on 9703-1536

OVERVIEW

Curriculum refers to the planned content, knowledge, skills, and learning experiences that students are expected to engage with throughout their education. In primary schools, the curriculum outlines what students should learn, how learning is structured, and the standards used to assess progress and achievement. Curriculum policy plays a central role in guiding teaching practices and ensuring consistency in educational outcomes across schools. It is shaped by educational goals, social values, and government priorities, and helps support students' academic, personal, and social development during their early years of learning.

Hallam Primary School provides all students with a planned and structured curriculum to equip them with knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Hallam Primary School is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10 (version 2.0), where students are encouraged to strive for excellence. The key points in this framework, and in line with the F-10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:

- Having a defined curriculum content that forms the basis for student learning
- Developing a 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 students' 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
 - Languages Education

IMPLEMENTATION/PROGRAM/GUIDELINES

- The Victorian Curriculum 2.0 will be used as a framework for curriculum development and delivery at years Foundation to Year 6 in accordance with DET policy and guidelines.
- The Victorian Teaching and Learning Model (VTLM) 2.0 based on research, provides guidance for teachers and school leaders on effective classroom practice informed by how students learn best. Through ongoing professional learning and collaborative

planning, staff are building a shared understanding of the VTLM 2.0 instructional framework to support student learning outcomes and engagement.

- The school allocates 60 minutes of explicit Mathematics instruction daily in Prep to Year 6 (as recommended by the Mathematics position statement).
- A structured literacy approach to teaching reading is implemented from Prep to Year 2, including a minimum of 40 minutes daily systematic synthetic phonics (as recommended by the Reading position F-2), which forms part of the two-hour literacy block every day.
- Year 3-6 adopts the same two-hour literacy block daily, typically encompasses targeted teaching in reading and viewing, writing, speaking and listening and morphology.
- A whole-school Scope and Sequence for English and Mathematics will be made available for staff at the start of the year. All planning documents will be saved on One Drive for easy access and accountability purpose.

LANGUAGE PROVISION

Hallam Primary School will deliver Auslan as a Language other than English, based on the rationale that it encourages students to understand the importance of communication in an inclusive manner.

PEDAGOGY

Hallam Primary School is committed to a pedagogy centred on explicit teaching, where Learning Intentions, Success Criteria and High-Impact teaching strategies are clearly communicated. Teachers intentionally model new learning, guide provide guided practice with timely feedback and gradually release responsibility to develop student independence and mastery. This approach ensures all students are supported to learn in a safe, inclusive and high-expectations learning environment.

Layer of review/planning	Process and data used [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school	A whole-school Scope & Sequence – coverage of all curriculum areas (in relation to school's AIP/SSP)	Principal School Leadership Team	Annually
Curriculum Areas	Tracking progress in Scope & Sequence – knowledge and skills	Learning Specialists	Annually
Year levels	Time allocations, assessment tasks, cross-curricular connections	Team Leaders	Annually & termly
Units and lessons	Learning Intentions, Success Criteria, student work samples, formative assessments	Class teachers	Ongoing

Review of Teaching Practice

- Peer collaboration & Observation – peer observation, Professional Learning Communities (PLCs), Instructional Rounds
- Data-Driven Review – moderation
- Consistent Assessment Tools – e.g. DIBELS, PAT testing
- Staff collaboration – Instructional coaching
- Performance Development Processes

STUDENTS WITH DISABILITIES

The Department of Education and Hallam Primary School is committed to embedding inclusive education in all school environments for students with disability and additional needs. All students have the potential to learn and the right to participate in a learning environment that is committed to supporting their educational development and genuine participation. The school is committed to ensure all students, including students with disabilities, have access to a quality education that meets their diverse needs.

KOORIE EDUCATION

Hallam Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- Working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- Supporting the development of high expectations and individualised learning for Koorie students
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.

ASSESSMENT

Hallam Primary School assesses student progress in line with the Department's 'Assessment of Student Achievement and Progress Foundation to 10' policy. The school also aligns with the Department's Victorian Curriculum 2.0 implementation timeline.

Students at Hallam 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 Hallam 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).
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (instructions and rubric) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Hallam 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 where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum, Foundation A-D, 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 they can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.
- Teachers will assess in line with the school's Assessment Schedule, made available to all staff at the start of each year. Assessment is further broken down by term in a termly calendar to ensure all scheduled testings are completed within the allocated timeframe so that data can be tracked and analysed.

Foundation Assessment – Literacy

Starting from Term 1 2026, Foundation staff at Hallam Primary School will have access to Foundation Assessment – Literacy (FA-L), which helps teachers understand how Prep students are developing early reading skills.

Year 1 Phonics Check – Literacy

The Victorian Year 1 Phonics Check is a short literacy assessment aligned to the reading position. It helps teachers understand how students are progressing with phonics. This assessment is completed in Term 3.

REPORTING

Hallam Primary School reports student progress to parents at the end of each semester, in line with the Department's 'Reporting Student Achievement and Progress Foundation to 10' policy. In addition, Hallam 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 Hallam Primary School parent teacher conferences will be held twice a year. This will give parents the opportunity to discuss their child's progress with teachers. If parents wish to discuss student progress at any other time throughout the year they are able to make an appointment via the office.

The Semester report will be in written form, easy for parents/guardians to understand and will be accessible in digital form.

- The school will report directly against the Victorian Curriculum F-10 2.0 Achievement standards or, if reporting on students for whom English is an additional language, the Victorian Curriculum F-10 EAL Achievement standards.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for student of that year level at the time of reporting, will be used for reporting against the achievement standards in English and Mathematics.

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](#)
- [Students with disability](#)
- [Koorie Education](#)
- [Physical and Sport Education – Delivery Requirements](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Victorian Curriculum F-10 – Revised curriculum planning and reporting guidelines](#)
- [Victorian teaching and learning information for parents and carers](#)
- [Languages Education](#)
- [Digital Learning](#)

POLICY	Curriculum Framework Policy		
Date Approved	22.05.26	Person Responsible:	Principal
Date for Review	May 2029		