



CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand this policy, please contact School Office [\(03\) 9311 1598](tel:0393111598)

PURPOSE

The purpose of this framework is to outline Dinjerra 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 area, year level and topic / lesson curriculum plans.

OVERVIEW

Dinjerra 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.

Dinjerra 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](#)

IMPLEMENTATION

At Dinjerra Primary School class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60 minute sessions.

Our school's curriculum plans provide detailed information on how we implement the curriculum across different year levels and bands of schooling. These plans outline the learning areas offered, the skills and capabilities students develop within each area, and the approximate time allocations for each subject. This information is available in our whole school curriculum framework, as well as in curriculum area, year level, unit, and lesson plans.

PEDAGOGY

Dinjerra Primary School's pedagogical approach is guided by both the **Victorian Teaching and Learning Model 2.0** and the **Gradual Release of Responsibility (GRR)** framework. This ensures a structured and evidence-based approach to instruction, where students progressively develop independence in their learning.

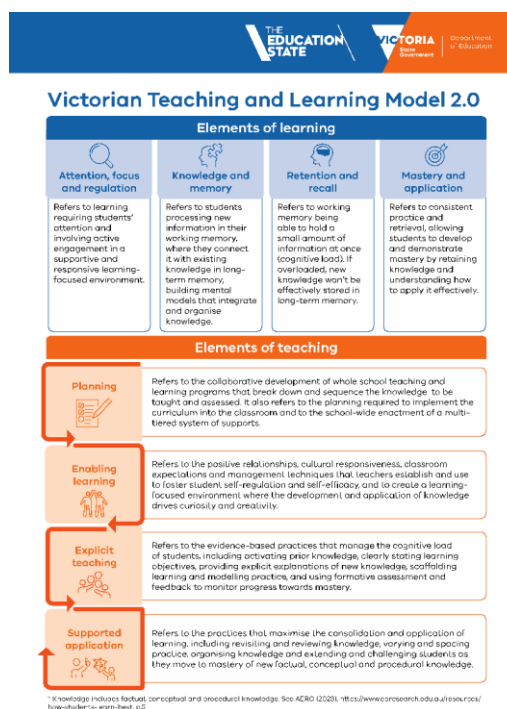
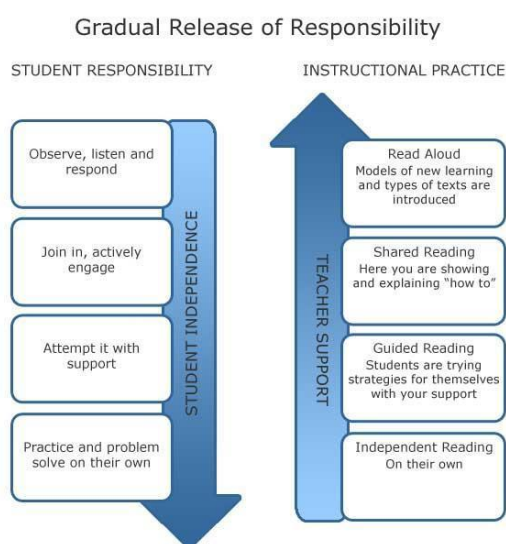
The **Victorian Teaching and Learning Model 2.0** provides a foundation for high - quality teaching practices, promoting engaging, student-centered learning experiences. It supports curriculum alignment, effective assessment, and the development of essential skills and knowledge.

The Gradual Release of Responsibility (GRR) model is an instructional framework designed to scaffold learning by shifting responsibility from the teacher to the student. It follows a structured sequence:

1. **I Do (Modeling)** – The teacher explicitly demonstrates the concept, skill, or strategy, providing a clear example for students to follow.
2. **We Do (Guided Practice)** – The teacher and students work together, practicing the skill with support and guidance.
3. **You Do Together (Collaborative Practice)** – Students apply the skill in small groups or pairs, supporting each other while the teacher provides minimal guidance.
4. **You Do (Independent Practice)** – Students take full ownership, applying their learning independently to demonstrate mastery.

This model is widely used across various subjects, including literacy and mathematics, as it ensures students develop confidence and proficiency while gradually building autonomy in their learning.

Dinjerra Primary School develops its curriculum, informed by the Victorian Curriculum.



Considering the above elements of teaching and learning, and professional readings, Dinjerra Primary School developed 'Workshop Models' for the areas of Reading, Writing and Mathematics in 2021. These workshop models are constantly revised.

With the 2025 introduction of the Victorian Teaching and Learning Model (VTLM) 2.0, DPS are aligning our current workshop models to the VTLM 2.0 and undertaking professional learning in order to ensure its correct implementation.

The core curriculum areas, as the responsibility of the classroom teachers are:

Year Foundation (Prep) to 2	Year 3 to 6
English- Reading English Writing English – Speaking and Listening Mathematics Personal and Social Capability Intercultural Capability (Year F-2)	English- Reading English Writing English – Speaking and Listening Mathematics Personal and Social Capability Intercultural Capability Ethical Capability

Concept Based Curriculum

The Concept Based Curriculum, influenced by the readings from Lyn Eriksson, covers the 'concept unit' that students will learn over a set number of weeks. These units will also be the responsibility of the classroom teachers and can have a heavy or light Literacy or Mathematics focus. Students will cover the following curriculum areas:

Year Foundation (Prep) to 2	Year 3 to 6
Personal and Social Capability Intercultural Capability (Year F-2) – CHECK Science Digital Technologies Humanities -History <i>*Year F-2 students should also learn Environmental Science.</i>	Personal and Social Capability Intercultural Capability Ethical Capability Science Digital Technologies Humanities -History Humanities – Geography Humanities – Civics and Citizenship Economics

The idea behind Concept Based Curriculum is that students will learn knowledge, skills and 'concepts that can be transferred over to other areas of learning. This will ensure that the unit covers what the students will 'know', 'understand' and 'do'. The concepts identified at Dinjerra Primary School are:

- Form – what is it?
- Function – how does it work?
- Causation (or Cause and Effect) – why is it like it is?
- Change – how has it changed?
- Systems -
- Responsibility – whose responsibility is it?
- Perspectives – what are the points of view?
- Connected – how is it connected to other things?

The concept provides a 'conceptual lens', or a perspective to each unit. For example, a concept unit on Australian History with a concept of 'change' would be a very different unit if the concept were 'perspective'.

Each unit is planned by referring to the Victorian Curriculum (VC) and referring to Achievement Standards, Content Descriptors and Elaborations. Also, We refer to the DPS Essential Learnings and I Can Statements to select the pathway for learning for the unit.

- The Collaborative Team will create the following in their planning:
- Enduring Understanding – the overall general statement of the unit
- Concept – choose the 'lens' for the unit
- Key Questions: These need to be developed by the Collaborative Team, in the areas of Know, Understand and Do.
- This helps build the direction of the unit and ensures that the Collaborative Team are aligned in their thinking about the unit ahead.

Guaranteed and Viable Curriculum (GVC)

Marzano (2003) identified a guaranteed and viable curriculum as:

The **guaranteed** aspect of a guaranteed and viable curriculum (GVC) requires all students enrolled in the same class, course, or grade level be exposed to the same rigorous curriculum regardless of the teacher to whom they are assigned. If what teachers teach is different from one classroom to the next, the curriculum is not guaranteed.

The **viable** aspect of a GVC recognises that teaching the curriculum and covering the curriculum are two very different things. While teachers can cover a lot of content, to teach the curriculum requires students to learn what teachers teach. If the amount of content for which teachers are responsible exceeds what they can reasonably teach within the time allotted, the curriculum is not viable.

To establish a curriculum that is both guaranteed and viable, teams of classroom teachers must engage in a process to build a common understanding of what students should know and be able to do.

To build the GVC at DPS, the professional learning community worked collaboratively over an 18 month period. This effort ensured that we had the most precise learning identified as essential for our students.

The DPS GVC is designed in the following steps:

- Essential Learnings Map
- I Can Statements
- Learning Sequences
- Unit Planners – for Literacy and Numeracy
- Concept Curriculum Unit Planners – for each Concept Unit
- Weekly Planners

Essential Learnings

The Essential Learnings are determined for each level by consulting the Victorian Curriculum to determine what is essential, by comparing the Achievement Standards to the Content Descriptors and Elaborations.

Each Essential Learning is written with as much wording from the VC and begins with a verb. The Essential Learnings are presented from F-6 on an Essential Learnings Map. This is cross checked both horizontally and vertically, to ensure the learning meets the following criteria:

- Endurance: standards that will be important to students beyond the time they are being taught and will be remembered after the assessment.
- Leverage: standards that identify knowledge or understanding across multiple subject areas.
- Readiness: standards that are prerequisite to future learning.

In Mathematics, DPS curriculum documentation is designed conceptually. The names of each document are:

- Algebraic Patterns

- Place Value
- Additive Thinking
- Four Operations
- Multiplicative Thinking
- Fractions and Decimals
- Financial Maths
- MOI
- Measurement
- Space
- Probability
- Statistics
- Level 7

We use professional reading from:

Dianne Siemon

George Booker

Peter Sullivan

Van Der Walle

Our Learning Sequences are based on readings from Dianne Siemons, and the Big Ideas in Mathematics. For example, in Level 3 Additive Thinking, the conceptual headings are:

- Part / Part / Whole
- Joining and Separating
- Strategies and Methods
- Place Value Concept
-

In English and other curriculum areas, DPS curriculum documentation is designed aligned to the Victorian Curriculum Sub-Strand headings.

It is expected that collaborative teams will refer to the DPS GVC when planning differentiated learning.

Important Notes:

- In English, you will find a Level Master which contains every Essential Learning and I Can Statement for the year level.
- For further information on DPS GVC, please refer to:

Dinjerra Primary School Workshop Models

Elements of the Workshop Models

The DPS workshop models contain the following elements:

Reading and Writing Workshop Model	Mathematics Lesson Structure
	Counting Routine
	Warm Up
Learning Intention and Success Criteria	Learning Intention and Success Criteria
Mini Lesson / Explicit Teaching	Introduction
Independent Task <i>Including Guided Reading / Guided Writing / Conferencing</i>	Independent Task <i>Including Conferencing / Focus group</i>
Reflection	Reflection

It is the responsibility of the classroom teacher to ensure that all elements of the Workshop Model are being facilitated and that each element adheres to the time allocated.

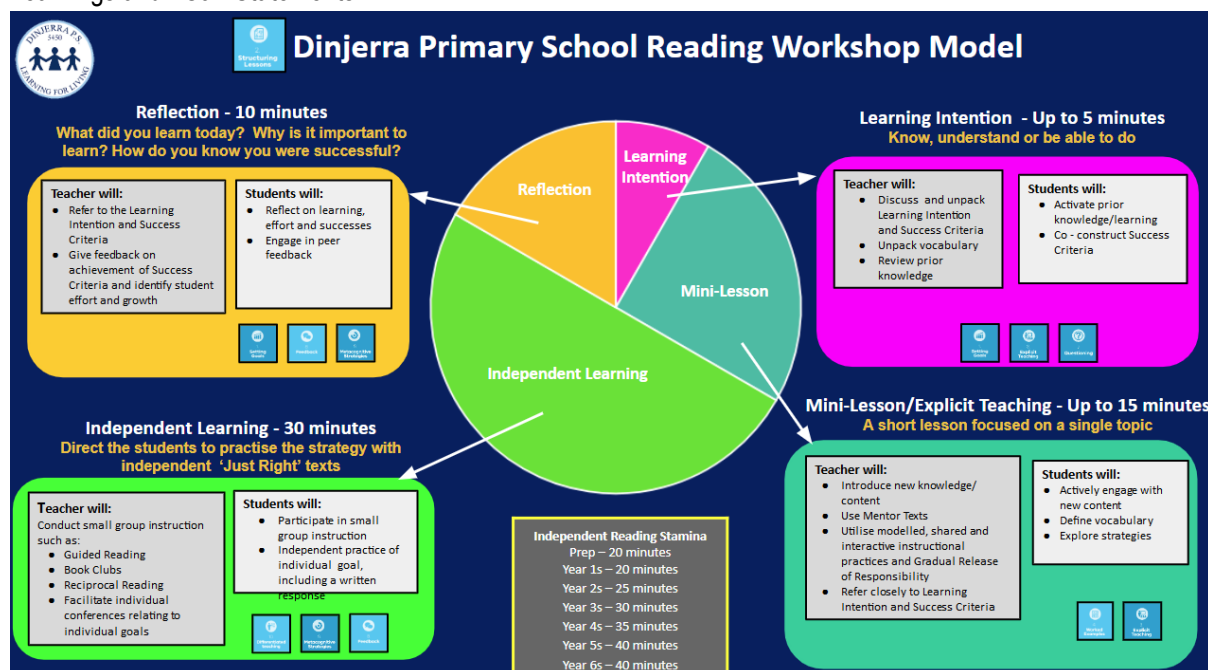
Our Instructional Model and Workshop Models are broken down into key components that incorporate the High Impact Teaching Strategies.

Reading

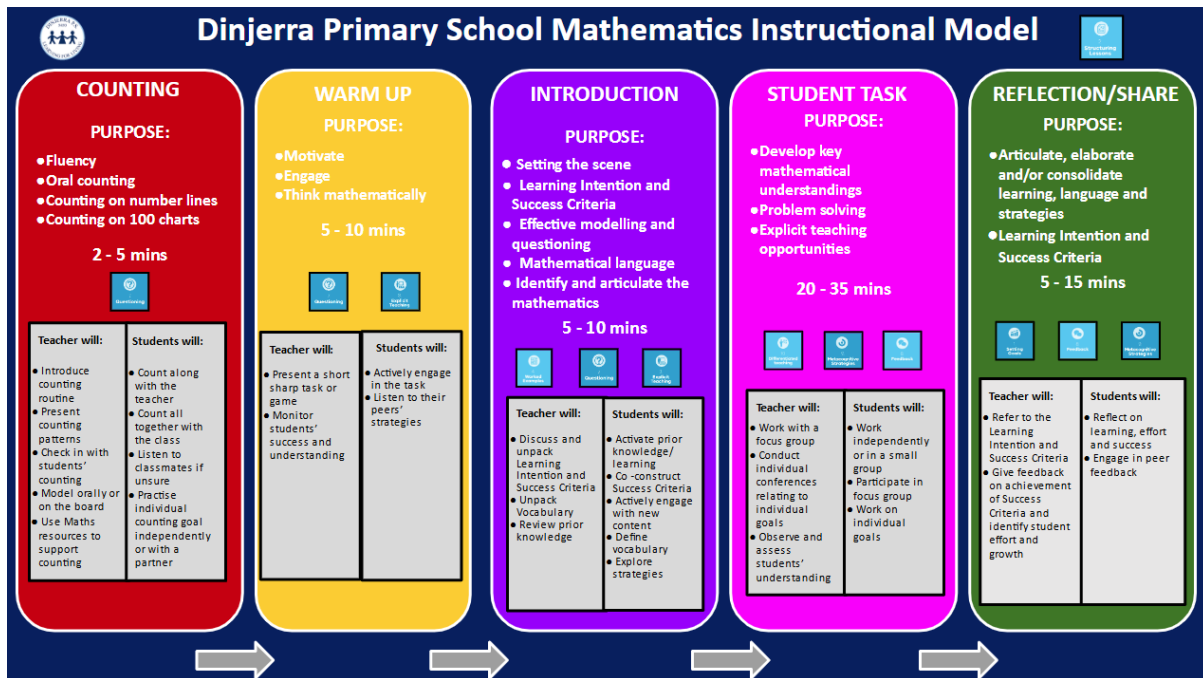
Rationale: In order to provide high quality, consistent learning experiences in Reading across Foundation to Level 6, Dinjerra uses the Victorian Curriculum in conjunction with Fountas and Pinnell as an approach. The Reading approach has been designed to support teachers in the delivery of learning, in accordance with Dinjerra's Reading Workshop Model (pictured).

The Reading approach offers teachers a strong link to the Concept Curriculum Scope and Sequences (yearly overview), whilst also providing explicit learning of decoding and comprehension strategies. High quality

mentor texts are used to unpack and demonstrate learning in Reading, with guided reading, independent reading and individual conferences a strong feature of every Reading session. We use the Victorian Curriculum as a framework for the construction of the Guaranteed and Viable Curriculum, entailing Essential Learnings and I Can Statements.

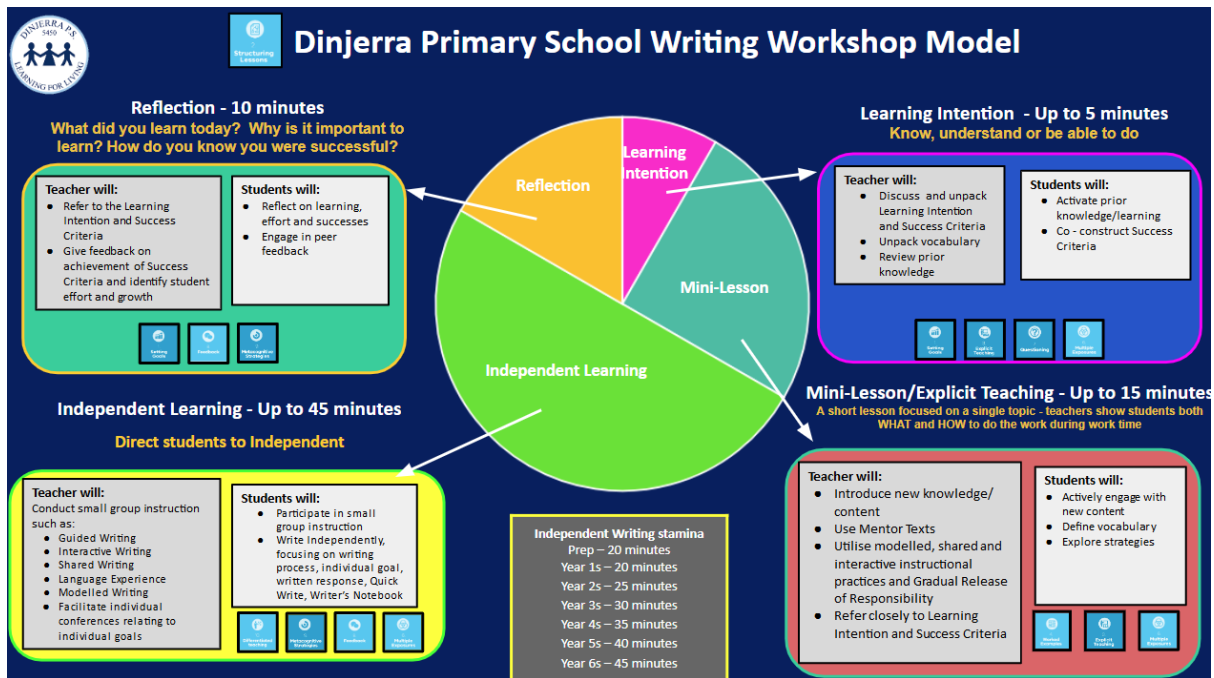


Rationale: At DPS, we establish a direct connection between mathematical reasoning and problem-solving, enabling students to build meaningful links between concepts and real - world applications. Our approach emphasises fluency, reasoning, and problem-solving, with a strong focus on modelled strategies and mathematical thinking. By studying effective problem - solving techniques used by experienced mathematicians, students gain insight into various strategies and use these examples as 'springboards' for their own mathematical reasoning, experimenting with new approaches. We cultivate an engaging curriculum by integrating big idea concept learning with the application of mathematical skills in summative tasks for each concept curriculum unit, ensuring a cohesive and purposeful learning experience.



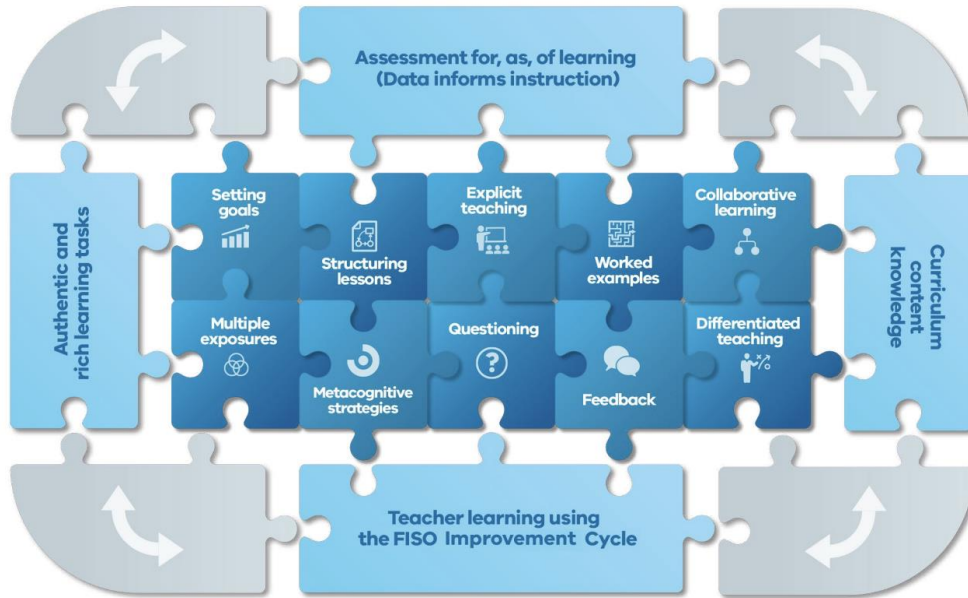
Writing

Rationale: At DPS we facilitate a direct relationship between Reading and Writing, so that students can make links as readers and writers. Genre, Conventions and Craft. With a strong focus on mentor texts, students see great writing strategies employed by reputable authors and then use these mentors as 'springboards' to their own writing, by having a go at new writing strategies. We foster an engaging curriculum by linking the big idea concept learning to the writing of the summative task in each concept curriculum unit.



High Impact Teaching Strategies (HITS)

DET has defined 10 instructional strategies that have the highest impact on student learning. These are defined as the High Impact Teaching Strategies (HITS). They are based on Robert Marzano's research from the 9 High Yield Instructional Strategies.

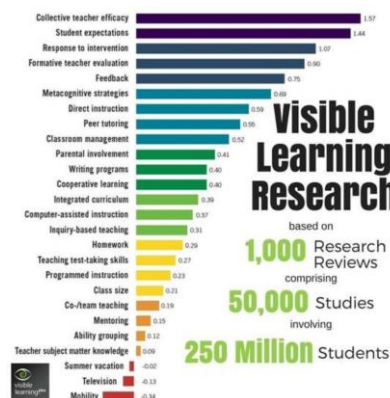


Collective Efficacy

Collective efficacy refers to a shared belief that the school's staff can have a positive impact on student achievement – despite other influences in the students' lives that challenge their success. Collective efficacy is evident when teachers see themselves as part of a team working for their students. When educators believe in their collective ability to lead the improvement of student outcomes, higher levels of achievement result (Donohoo, 2018).

Connection to the High Impact Teaching Strategies

- Setting Goals (0.56)
- Questioning (0.46)
- **Explicit Teaching (direct instruction - (0.59))**
- **Worked examples - (0.57)**



 1. Setting Goals	 2. Structuring Lessons	 3. Explicit Teaching	 4. Worked Examples	 5. Collaborative Learning
Overview Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.	Overview A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.	Overview When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).	Overview A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.	Overview Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organisation and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.
 6. Multiple Exposures	 7. Questioning	 8. Feedback	 9. Metacognitive Strategies	 10. Differentiated teaching
Overview Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.	Overview Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives. Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.	Overview Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.	Overview Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.	Overview Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.

More information on the High Impact Teaching Strategies can be found at: [High impact teaching strategies \(HITS\)](#)

Assessment

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

Students at Dinjerra 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.

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

Dinjerra Primary School is a Professional Learning Community (PLC) school, one that prioritises intense and ongoing staff professional development to maximise the 'ability to recognise, describe, evaluate and support high quality teaching that is focused on ensuring the successful learning of every child' (DET, 2019). This program ensures a consistent and rigorous teaching and assessment cycle is maintained across all year levels of the school and that staff work collaboratively in teams to gather, analyse and determine next steps to improve student outcomes. This explicit process addresses and maintains a shared teacher understanding of what high quality teaching is in all curriculum learning areas. This is also supported by the participation and guidance of our Leadership team and Learning Specialists throughout these cycles.

Teachers follow consistent practices as outlined in the Dinjerra Primary Assessment Schedule and PLC Handbook. This handbook is designed to create and sustain consistent assessment practices aligned with our whole school Assessment Schedule. Students at Dinjerra 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.

Data Collection - The school will continuously monitor student learning outcomes by a range of assessment strategies and tools that include NAPLAN, English Online Interview, Mathematics Online Interview, Fountas & Pinnell Reading Assessment, Spelling Test, Writing Moderation Tasks, PAT Testing, and the Student Attitudes to School Survey. Teachers are supported to develop formative assessment practices so they can work to consistently and systematically gather data as evidence of learning, provide feedback, and set individual learning tasks and targets.

Data Analysis - All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and whole school level to further teaching and learning. The use of data will inform curriculum planning and key documents such as the Annual Implementation Plan and School Strategic Plan. Staff will supply electronic copies of their student data at required intervals. Data will be used to identify students who are deemed "at risk" and in need of individual support, specialised programs, and further specialised assessments.

Dinjerra Primary School Assessment Schedule - ENGLISH
NEW STUDENTS: CLASSROOM TEACHERS MUST DO THE FOLLOWING ASSESSMENTS
 Within 2 weeks of a new student arriving, assess the student on F&P Benchmark, Oxford Words - Reading, Oxford Words - Spelling test, MOI

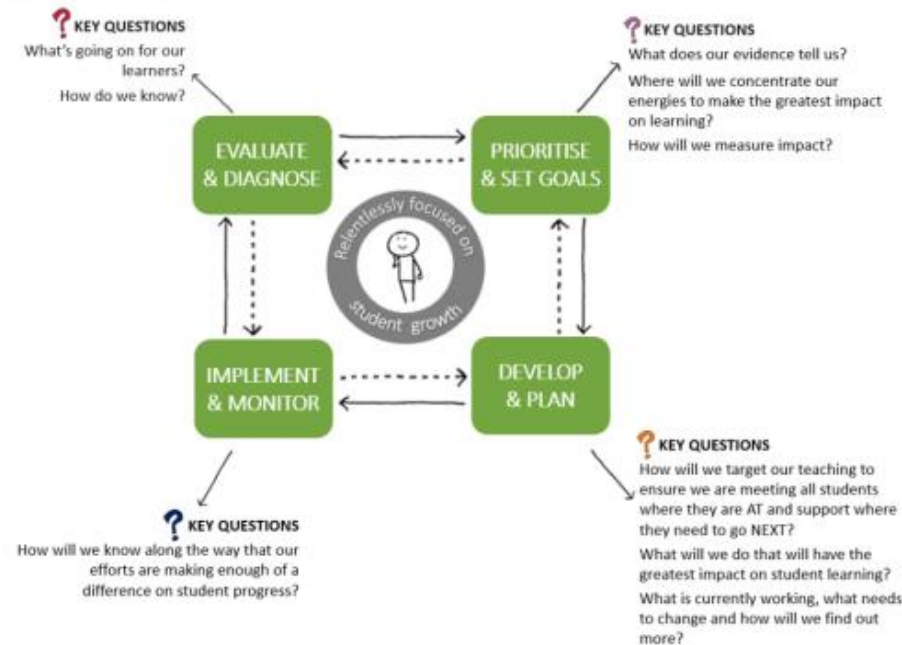
ENGLISH

			Foundation				One				Two				Three				Four				Five				Six			
* as need arises ✓ must do			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
COMPONENT	Assessing	TYPE																												
Running Record - on a seen text Term 1- weeks 3&8 Term 2- weeks 3 & 8 Term 3- weeks 4 & 8 Term 4- week 10	Strategies used in oral reading and comprehension of text	AS FOR OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fountas and Pinnell Benchmarking Term 2 - week 6 Term 4- week 6	Decoding, fluency and comprehensions	AS FOR OF		✓		✓		✓		✓			✓	✓		✓		✓			✓	✓		✓		✓		✓		✓
NAPLAN SIMULATION Reading	Year 2 and Year 4 teachers conduct a mock NAPLAN paper	FOR												✓												✓				
Online English Interview Weeks 1-5 - Foundation Weeks 3-7 - Year 1 Module 1 - Prep (February) Module 2 - Year (February) Module 3 (as needed)	CAP Reading vocab Writing Activity Oral language Phonemic Awareness Voices and sound Reading	FOR	✓				✓																							
Letter ID	Upper and lower case identification	FOR	✓				*				*				*															
Sound recognition	Upper and lower case sound recognition	FOR	✓				*				*				*															
Phonological awareness	Ability to focus on the sound of speech	FOR	✓				*				*				*															
Oxford word recognition WEEK 7 & 8	Reading recognition	FOR OF	✓ 10	✓ 30	✓ 50	✓ 100	✓ 125	✓ 150	✓ 175	✓ 200	✓ 225	✓ 250	✓ 275	✓ 300	✓ 325	✓ 350	✓ 375	✓ 400	✓ 425	✓ 450	✓ 475	✓ 500	*	*	*	*	*	*	*	*
Oxford spelling (Week 1 - 3) T1 PLEASE COMPLETE EVERY TERM ON OXFORD WORDS TRACKER	Written	FOR OF	✓ 10	✓ 25	✓ 40	✓ 55	✓ 70	✓ 85	✓ 100	✓ 125	✓ 150	✓ 175	✓ 190	✓ 205	✓ 225	✓ 250	✓ 275	✓ 300	✓ 325	✓ 350	✓ 375	✓ 400	*	*	*	*	*	*	*	*
Writing Moderation Whole school WEEK 2 - conduct the writing prompt WEEK 3 - Moderation in CTT	Authorial & secretarial aspects of writing	OF		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
PAT Reading Spelling (Term 1 - week 8)		OF								✓				✓				✓				✓				✓				✓

- Teachers at Dinjerra 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 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.
- Dinjerra Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion (D.I), 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, proficiency scales and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

- PLC inquiry cycles will rotate through Reading, Writing/Spelling and Mathematics. This process will follow the same format for each of the learning areas, including the following steps:
- Evaluate and Diagnose / Prioritise and Set Goals / Develop and Plan / Implement and Monitor

Inquiry Cycle Overview



Student achievement data, such as NAPLAN, Victorian Curriculum teacher judgements and learning area specific assessments, are stored using our Compass Education platform to track student progress across years of schooling and ensure that relevant and current information is accessible to all teaching staff and school leaders. The Students Attitude to School survey (Years 4 - 6) is conducted every year. This survey provides an opportunity for students to voice their opinions and findings are utilised to inform the following Annual Implementation Plan (AIP). All teachers will be supported to enhance their skills through personal and professional learning, focussing on the AIP and School Strategic Plan (SSP).

Reporting

Dinjerra Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Dinjerra 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 Dinjerra Primary School we meet the obligations relating to student reporting by strictly following the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.

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.

- Dinjerra 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).*
- *Dinjerra 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

Student learning is shaped by four connected components which will be outlined in this policy:

Curriculum (what) - defines what it is that students should learn and associated progressions or continuum of learning. Dinjerra Primary School, follows the Victorian Curriculum F-10, including levels A,B,C, D Towards Foundation.

Pedagogy (how) - describes how the student will be taught and supported to learn.

Assessment (how well) - identifies how well the student has (or has not) learned specific content. The teachers at Dinjerra follow the school assessment schedule, which is reviewed annually.

Reporting (where) - this explains to the student and family where a student is on a learning continuum at the end of specified period and where this places them in relation to the standard expected of their year level. Data plays an important role in the ongoing improvement and student monitoring processes.

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	The Dinjerra Primary School leadership team and Learning Specialists monitor the development of whole-school planning documents including yearly scope and sequences across all curriculum areas and termly overviews. Evidence based research is used to guide whole-school approaches to teaching and learning Data used to review curriculum planning include; NAPLAN, PAT and moderated tasks.	Principal Assistant Principals Leading Teachers Learning Specialists	Regular monitoring, yearly review, and modification.
Curriculum Areas	The school uses the VCAA yearly scope and sequence documents to plan for each curriculum area. Termly unit plans are developed for all curriculum areas. Each week, staff analyse student data to inform targeted planning.	Learning Specialists Instructional Leaders Teachers	Each Term
Year levels	Each year level cross-checks their planning with the VCAA documents to ensure full coverage of the curriculum.	Teachers	Each Term
Topic planners and lessons	Topic planners and lessons are developed, implemented and evaluated regularly to ensure point of need teaching for students. Centralised planning allows for units and lessons to be reviewed and evaluated. (on school Google Drive) Staff access our assessment schedule to monitor student growth and achievement. This information is used to inform planning.	Teachers	Each Term

Review of teaching practice

Dinjerra 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](#)
 - [topic plans/sequence of lessons.](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Approved by	Natalie Vulic
Next scheduled review date	May 2028