



DRPS POLICY: *Curriculum Framework*



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Diggers Rest Primary School.

PURPOSE

The purpose of this framework is to outline Diggers Rest'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 unit / lesson curriculum plans.

OVERVIEW

Diggers Rest 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.

Diggers Rest 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](#)

Diggers Rest Primary School 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. At Example School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities."

IMPLEMENTATION

Diggers Rest Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy in conjunction with the math proficiencies and incorporation of 'The Big 6' in reading. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Digital Technologies and Civics and Citizenship. These curriculum areas are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Italian), Visual and Performing Arts, STEM (Science, Technology, Engineering, Math), Health & Wellbeing. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of incursion and excursion initiatives. The school is an active participant in district sport, robotics and mathematics competitions, as well as providing opportunities for students to participate in instrumental music. At Diggers Rest Primary School, class time is structured into a weekly timetable, with 5-hours of learning per day, broken into 5 x 1hour sessions.

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 whole school, curriculum area, year level and unit / lesson curriculum plans.

Language provision

Diggers Rest Primary School will deliver Italian as a language. Italian in our curriculum unlocks direct access to a rich cultural heritage, fosters cognitive flexibility, and enhances foreign language learning by building strong foundations in Latin-based vocabulary and grammar.

Pedagogy

At Diggers Rest Primary School, our pedagogical approach is anchored in an evidence-based instructional model built on the science of learning. We prioritize explicit teaching to ensure all students acquire, retain, and master foundational knowledge efficiently and confidently.

By grounding our practice in cognitive science, our daily instruction leverages structured strategies—such as retrieval practice to strengthen long-term memory and the gradual release of responsibility model ("I do, we do, you do") to scaffold student independence. This systematic, highly responsive approach ensures every learner feels supported, challenged, and equipped to achieve academic excellence.



Assessment

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

Students at Diggers Rest 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.

Our teachers utilise a balanced combination of formative, summative, and reflective practices:

- **Formative Assessment:** Integrated into daily explicit instruction to provide immediate feedback, evaluate instructional impact, and shape upcoming lessons to meet emerging learning needs.
- **Summative Assessment:** Conducted at strategic milestones to evaluate student mastery against the Victorian Curriculum F–10 achievement standards at the end of a sequence of learning.
- **Student Self-Assessment & Reflection:** Empowering learners to track their own progress, reflect on their growth, and build metacognitive agency.

Agreed Assessment Tasks & Delivery: Agreed assessment processes are formally documented within our Subject Unit Designs and Learning Sequences. Teachers draw on diverse methods to gather reliable evidence—including tests, assignments, open-ended projects, student portfolios, practical performances, targeted discussions, and teacher-student conferences.

Tasks are explicitly designed to enable all students to demonstrate their knowledge, skills, and understanding. Each task includes clear instructions, dedicated supporting materials (such as planning templates and instructional scaffolds), and sufficient completion time.

Inclusive Assessment Practices To ensure equitable access, teachers modify tasks to support diverse learning requirements:

- **Individual Education Plans (IEPs):** Developed in collaborative consultation with students, parents, carers, and relevant external agencies for students in the Program for Students with Disabilities (PSD) / Disability Inclusion framework, Koorie students, and students in Out-of-Home Care.
- **Disabilities & Impairments:** Achievement is assessed using the Victorian Curriculum F–10, incorporating the *Towards Foundation Level* curriculum where applicable.
- **English as an Additional Language (EAL):** English language proficiency is assessed using the dedicated Victorian Curriculum F–10 EAL framework.

Moderation & Consistency To ensure high-level accuracy and fairness in reporting, teachers regularly participate in cross-marking moderation cycles. By evaluating student work samples against agreed assessment rubrics, staff build shared professional standards and apply consistent, evidence-based judgments across all year levels.



Reporting

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

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.

- Example 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).
- Example 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 & 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

Planning	Process and data used	Responsibility	Timeframe
Whole school	Comprehensive audit of strategic goals, overall VTLM 2.0 alignment, and whole-school curriculum maps. Evaluates long-term achievement trends using statewide and standardized data, including NAPLAN,	Principal, Assistant Principal, and School	Annual review (Term 4); strategic adjustments integrated into

	school-wide PAT (Reading & Maths) assessments, Attitudes to School Survey (ATSS), and staff opinion survey data.	Improvement Team (SIT)	the Annual Implementation Plan (AIP) for the following year.
Curriculum Areas	Evaluation of subject-specific scope and sequence documents, resource allocation, and Tier 1 instruction consistency. Reviews benchmark assessment trends, diagnostic screening data, and Victorian Curriculum Foundation–10 achievement standards progression across domain areas.	Learning Specialist & Subject Leaders	Biannual review (End of Term 2 and Term 4).
Year levels	Review of term-by-term program delivery, moderation of student work samples, and pacing across year level classrooms. Analyses cohort-level assessment data, common formative assessments, pre/post unit diagnostic tests, and IEP goal progress for priority student cohorts.	Professional Learning Communities (PLCs)	Termly
Units and lessons	Real-time refinement of weekly unit designs, daily explicit instruction sequences ("I do, we do, you do"), and scaffolds. Uses daily formative data, student exit tickets, checks for understanding, worked example success rates, and quick checks of recall.	Classroom Teachers	Daily/Weekly

Review of Teaching Practice

Diggers Rest 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 & 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
 - unit plans/sequence of lessons.

POLICY REVIEW & APPROVAL

LAST REVIEWED	02/09/2026
CONSULTATION	School Leadership Team (Principal and Assistant Principals) DRPS School Council
APPROVED BY	Principal & the School Council
NEXT REVIEW CYCLE	02/09/2030