



Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal on 58298264.

PURPOSE

The purpose of this framework is to outline Tallygaroopna 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 unit / lesson curriculum plans.

OVERVIEW

Tallygaroopna 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.

Tallygaroopna 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 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](#)

Tallygaroopna Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Tallygaroopna Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

IMPLEMENTATION

Tallygaroopna Primary School implements its curriculum with a high focus on Literacy and Numeracy. Teachers at our school acknowledge that students deserve the very best teaching possible and recognise the strong link between the quality of teaching and student performance. As a consequence, we have undertaken a commitment to provide for the individual needs of each and every student to the best of our abilities. Special areas of the curriculum are provided as much as possible to allow students to pursue their interests and strengths. These may include (Music, P.E. / Health, Library, Art..etc). At Tallygaroopna Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60 or 90 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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 plans.

Language provision

Tallygaroopna Primary School will aim to deliver Auslan or Italian as a Language, based on future learning which may be available at the Secondary School level.

Pedagogy

The pedagogical approach at Tallygaroopna Primary School supports how students will be taught and supported to learn. This is based on FISO 2.0 (Framework for Improving Student Outcomes), which is an evidence-based, student-centred, and continuously improving model of teaching that integrates explicit instruction, inquiry, data use, and wellbeing to maximise student outcomes

Assessment

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

Students at Tallygaroopna 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.

The school assesses student learning as part of the school-based curriculum program, including formative and summative assessment. This may include such things as:

- *Teachers at Tallygaroopna 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 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.*
- *Tallygaroopna Primary 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

Tallygaroopna Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Tallygaroopna 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 Tallygaroopna Primary School, implementation of the [Reporting Student Achievement and Progress Foundation to 10](#) policy focuses on the following:

- *The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with potentially the option to translate text from English to another language, to cater to our school community.*
- *Tallygaroopna 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 other areas of the curriculum (where applicable).*

- *Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.*
- *Student Led Conferences are conducted twice-yearly, enabling the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services may 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.

<https://www2.education.vic.gov.au/pal/fiso/resources>

Review of school curriculum

The school reviews its curriculum plans at whole school when needed in line with guidance provided by the Education Department at all levels. The aim is to have this planning before the beginning of the new school year. Literacy and Numeracy Leaders along with support from the Principal are responsible for this review. Input is obviously sought by all staff and classroom teachers.

Review of teaching practice

Tallygaroopna 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 plans
 - 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 AND APPROVAL

Policy last reviewed	Monday March 23 rd 2026
Approved by	David Brodie – Principal
Next scheduled review date	2029 – the recommended review cycle is 3 – 4 years