



POLICY DOCUMENT

Curriculum Framework

Responsibility: Principal

Revised: 2025

Next Review: 2028

PURPOSE

The purpose of this framework is to outline Mill Park 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

Mill Park 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.

Mill Park 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](#)

Mill Park Primary School aims to foster lifelong learning within an inclusive, supportive community that celebrates diversity. We deliver an innovative, sequential curriculum designed to develop deep understanding, critical thinking, and social skills, empowering students to strive for excellence and take ownership of their learning. Through purposeful technology integration, meaningful homework tasks, and comprehensive assessment practices, we prepare students to make positive contributions to society.

IMPLEMENTATION

Students at Mill Park Primary School develop deep conceptual understanding and critical thinking skills through a sequential, purposeful curriculum. We encourage active community engagement, incorporating technology effectively to enhance learning. Our thoughtful selection of resources, purposeful homework tasks, and comprehensive assessments support student achievement and growth.

Language provision



Mill Park Primary School will deliver Italian as a Language, based on community feedback obtained in the early 2000s, reflecting our school's ongoing commitment to meeting the needs and preferences of our school community.

Pedagogy

The pedagogical approach at Mill Park Primary School is centred around an adaptive and responsive teaching model, primarily delivered through whole-class instruction. Core to our responsive teaching framework is a guaranteed and viable curriculum, designed to ensure all students have access to high-quality classroom teaching.

Planning and delivery within our curriculum ensure structured and effective teaching practices. Differentiation at Mill Park Primary is provided through varying levels of support rather than altering the curriculum, focusing clearly on one learning objective at a time. Our instructional practices emphasise modelling, deliberate practice, timely feedback, adaptation based on student needs, and regular checks for understanding, thus offering tasks that are accessible yet sufficiently challenging for all students.

Assessment

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

Students at Mill Park 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 Mill Park 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.
- Mill Park 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.



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- 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

Mill Park Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mill Park 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 Mill Park Primary School we endeavour to share student progress against the achievement standards for their age and year level.

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.

- Mill Park Primary School will report directly against the Victorian [Curriculum 2.0 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).
- Mill Park 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

At Mill Park, curriculum maps outline essential concepts, skills, knowledge, and key competencies from the Victorian Curriculum learning progressions. These maps detail expectations for student mastery, which are then broken down and sequenced across school year planners.

Review of school curriculum

At Mill Park, our curriculum maps highlight key concepts, skills, knowledge, and competencies aligned with the Victorian Curriculum learning progressions. These maps clearly outline learning objectives, which are systematically organised and scheduled throughout our annual school planners.

We regularly and informally review curriculum areas each year, acknowledging the iterative nature of learning. Key curriculum areas emphasise core skills and their retention in long-term memory, with revisions designed to progressively build and reinforce mastery at every year level.



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Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Curriculum Maps	Leadership Team	As required
Year levels	Scope and Sequence Documentation	PLC Leaders	As required
Units and lessons	Slide decks	Year Level Teams	As required

Review of teaching practice

Mill Park Primary School reviews teaching practice via:

- **School Improvement Team (SIT)**, which strategically aligns student learning needs with teacher professional development and instructional practice, collaboratively identifying and implementing best practices to enhance student outcomes.
- **Professional Learning Communities (PLCs)**, which connect student learning needs directly with teacher professional practice, providing structured opportunities for teachers to collaboratively evaluate and refine their use of high-impact teaching strategies.
- **The Performance Development cycle**, which facilitates targeted feedback to teachers, supporting continuous improvement in instructional practice with the ultimate goal of enhancing student outcomes.

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Approved by	Principal
Next scheduled review date	March 2028