

	FRANKSTON PRIMARY SCHOOL Curriculum Framework Policy	Last Review: 2026 Next Review: 2030
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Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9783 3769.

PURPOSE

The purpose of this framework is to outline Frankston 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 Plan](#).

OVERVIEW

Curriculum Guidelines

Frankston Primary School strives for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment. At all times a great emphasis is placed on building relationships through a restorative practice approach amongst students, between teachers and students, and between school-home.

Our broad curriculum is planned and taught sequentially, with a clear focus on student learning and student wellbeing development and growth across the years.

Frankston 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, and 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](#)

IMPLEMENTATION

Program

Frankston Primary School is committed to providing a safe, caring and stimulating learning environment for students where all students are supported to strive for their personal best. Class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 sessions per day of 2 x 120 minutes and 1 x 60 minutes of instruction, providing 25 hours student instruction per week.

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 Plan.

Specialist Program

The Specialist Program at Frankston Primary School provides students with instruction in Physical Education, Environmental Science, Language (Auslan), Visual Art and Performing Arts. Interdisciplinary personal and social learning are addressed within these areas and are supported by outdoor education camps, incursion and excursion initiatives, as well as a whole school production, concert and sporting program.

Inclusive Education

Frankston Primary School is committed to delivering whole school inclusive education practice, where student learning and wellbeing is supported through high quality engaging learning experiences, reasonable adjustments and whole school support structures, ensuring universal support for all students, targeted adjustments when students require additional support, and intensive interventions for learners with more complex needs.

Further information in our school's work in these areas is highlighted in the following documents:

- FPS - Inclusive Education School Vision
- FPS – Multi-Tiered Systems of Support (MTSS).

Koorie Education

Frankston Primary School is committed to providing culturally inclusive learning environments and working in partnership with our Koorie community to support the learning, wellbeing and cultural identity of Koorie students. Our school's work is guided by the Marrung: Aboriginal Education Plan 2016 – 2026, with our school committed to:

- supporting the individualised development of our Koorie students through collaboration and individually developed education plans (IEPs)
- working in consultation and partnership with our Koorie Engagement Support Officer (KESO)
- creating culturally safe and inclusive environments where creating an environment that respects, recognises and celebrates cultural identity is everyday practice and enhanced through strong relationships, curriculum and learning experiences.

Further information in our school's work supporting culturally inclusive learning environments is highlighted in:

- FPS – Aboriginal Learning and Wellbeing Safety Plan.

Learning and Teaching

Frankston Primary School's practice is clearly centred on the elements of learning and elements of teaching represented through the Victoria's Teaching and Learning Model 2.0 (VTLM 2.0).

Lessons are planned, structured and delivered through the school instructional model which harnesses the framework of explicit instruction, gradual release of responsibility and responsive formative teaching. This model ensures a consistent and high-quality approach to teaching and learning across all classrooms, while allowing for purposeful adjustments tailored to each learning area and student needs.

Literacy instruction includes one hour per day of explicit structured synthetics phonics P – 2, and 4 sessions per week Spelling Mastery 3 – 6.

A transdisciplinary integrated approach of subject specific content includes Science, The Humanities, Health, History, Design Technologies and The Capabilities.

Student Wellbeing

Restorative Practice supports an educative, inclusive and positive whole school approach to student wellbeing, with interdisciplinary personal and social and emotional learning supported through our FPS Social and Emotional Scope and Sequence and whole school approach to Zones of Regulation, Respectful Relationships, circle time and explicit teaching of whole school expectations.

Frankston Primary School has a clear focus supporting all students through a trauma-informed approach, including utilising practice with the Berry Street Education Model (BSEM).

Students are supported through school MTSS structures and processes:

- Student learning – implementing and monitoring of T1, T2 and T3 focused supports for maximising learning for every student.
- Student wellbeing – implementing and monitoring of T1, T2 and T3 focused supports for ensuring positive wellbeing for every student.
- Student attendance – implementing and monitoring of T1, T2 and T3 focused supports for ensuring positive attendance for every student.

Assessment

At Frankston Primary School, assessment is an integral part of the ongoing process of the teaching and learning cycle - gathering, analysing and interpreting, using and reflecting on student learning evidence to make informed and consistent judgements to improve future student learning. Our school's assessment schedule incorporates a range of evidence-based practices across formative and summative assessment, designed to provide active monitoring and meaningful insights into student learning, growth and achievement throughout the school year.

Active formative and summative assessment practice enables teacher actions to be responsive to student learning data across three levels:

- Short-Term Assessment Cycle – adaptative and 'responsive' teaching within and across each lesson. Key focus on engagement, responsiveness of teaching and immediate identification of student learning gaps or next steps in learning. This involves 'in the moment' instructional adjustments to teaching and is deemed the most effective form of formative assessment, with teacher responses enabling immediate feedback on learning to a student.
- Mid-Term Assessment Cycle – within a teaching unit or between a teaching unit, with the duration between weekly or every few weeks of teaching and learning. These assessments are formative and are used to review student progress across a series of lessons or within a unit of work before the end, enabling teachers to adjust teaching before the end of a learning unit and enables a review of curriculum planning to enhance student learning within the unit. Teaching teams plan together to design embedded formative assessments through the teaching unit.

- Long-Term Assessment Cycle – long-term assessment cycles can be implemented from four-week intervals, end of teaching unit, end of term, to a full academic year, and often involve a formal type of summative assessment, with often the main purpose to assess student learning achievement or student learning growth against external standards. Long-term assessment can also be used formatively for future student learning needs and to inform future team or school curriculum planning decisions to align instruction.

Forms of assessment includes a range of responsive teaching strategies for short-term cycle formative assessment and mid-cycle assessment, as well as DIBELS, Acadience, CUBED, Sparkle Testing, PAT assessments, Phonics and Numeracy Check and NAPLAN.

All Teaching Teams at Frankston Primary School are expected to implement the school's assessment schedule with fidelity to ensure teaching and learning programs are responsive, evidence-based, and aligned with all student needs, with a range of methods used to analyse assessment data at the individual, cohort, and whole-school level to build a clear picture of student learning and growth and to inform instructional practice.

Assessment data will inform curriculum planning, the setting of goals and targets, and the identification of key improvement strategies in the School Strategic Plan and Annual Implementation Plan. Data will also be used to identify students requiring additional assistance and actions for MTSS, including the development of Individual Education Plans (IEPs), targeted teaching support, and where appropriate, referrals for further assessment or intervention. Data will be used to inform teacher judgements of student progress against Victorian Curriculum Standards 2.0 across the school, including Victorian Curriculum EAL, and the 'Towards Foundation Level Victorian Curriculum' where applicable.

The School Leadership Team meets every five weeks with Teaching Teams to review various data sets at the cohort and individual student level to monitor growth and highlight areas requiring additional focus. As well as reviewing cohort and whole-school data to assist in setting goals and targets and the identification of key improvement strategies within the School Strategic Plan and Annual Implementation Plan.

Reporting

Student reporting is the process of communicating comprehensive information about student achievement at a point in time to parents and carers. Frankston Primary School ensures we implement ongoing assessment practices, monitoring, and the recording of student performance to ensure parents and carers have access to accurate information about their child's learning achievement.

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

Written reports are provided to parents each semester, mid-year and end of the school year. Both student achievement and progress against the Victorian Curriculum is provided, or for students where English is an additional language, English progress shall be reported against the EAL (English as an Additional Language) Victorian Curriculum Standards.

Alternative reporting against individual education goals may be provided as an alternative to a full report in consultation with parents and carers, for students with an individual education plan.

Reporting shall include:

- learning progression for all applicable curriculum areas taught through the semester
- teacher judgement of student achievement against relevant curriculum
- indication of progress since the curriculum area was last reported on
- age-related achievement across a five-point scale for English, Mathematics and Science (where applicable).

Parents and carers are provided with two interview opportunities per year:

- the first is a learning progress interview at the end of Term 1 - focused on reviewing the start of the child's learning journey for that year and discussing learning goals or concerns into Term 2.
- the second interview is at the start of Term 3 - discussing mid-year progress and learning goals into the second semester.

Student reporting is supported with two termly Student Learning Progress Reports (SLPRs) through the year in alternate reporting terms - These are completed in literacy and mathematics and provide parents with additional communication on their child's learning progress at that time.

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.

Frankston Primary School will conduct regular curriculum audits and reviews to review alignment with the Victorian Curriculum and student learning, with findings from these audits directly informing future curriculum planning, implementation and teacher-school professional learning priorities.

Document	Review Cycle	Responsibility
Whole School Curriculum Overview	12 months	Teaching & Learning Specialist, PLC Leaders, Principal
Year Level Curriculum Overviews	12 months	Teaching & Learning Specialist, PLC Leaders, Principal
Year Level Unit Planners	12 months	Teaching & Learning Specialist & Teaching Teams
Instructional Model	12 months	School Improvement Team

The school's leadership team supports high-impact teaching by fostering a culture of learning, collaboration, reflective practice and continuous improvement through:

- Building effective Professional Learning Communities – linking school goals and key improvement strategies and the learning needs of students to professional learning and practice improvement for teachers who work collaboratively in building and strengthening evidence-based teaching strategies with improving student learning outcomes.
- Implementing Instructional Coaching Processes - providing teacher professional learning through reflection, feedback, collaboration and explicit systems for the modelling and improvement of effective teacher practice for improved student learning and achievement.
- Providing professional learning – linking school goals, key improvement strategies and building teacher-school practice to professional learning sessions, incorporating a culture of learning, reflective practice and collaboration in building improvement and collective efficacy.
- Staff engaging in performance and development processes aligned to the school's Annual Implementation Plan goal and improvement strategies.

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:

- Frankston Primary School - Assessment Schedule
- Frankston Primary School Instructional Model
- Frankston Primary School – Coaching and Peer Observation

Copies available on request from the school office.

LAST REVIEWED	2026
PRINCIPAL	Renée Kennedy
EVALUATION	This policy will be reviewed as part of the school's review cycle, or as required due to changes in relevant Acts, Laws, DE mandates, or should situations arise that require earlier consideration.

CURRICULUM FRAMEWORK PLAN

Victorian Curriculum 2.0 - Annual Teaching Programs

[illegible]

Victorian Curriculum 2.0 – Two-Yearly Cycle Teaching Programs

Foundation

[illegible]

Victorian Curriculum 2.0 – Two-Yearly Cycle Teaching Programs

Year 1/2

Year	Integrated Units																					
	Unit	Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Year 1/2 ODD	How I Feel	10																				
	Wide World Of Animals	10																				
	Looking Up: Exploring the Sky and Space	10																				
	Then and Now	10																				
	Total yearly hours	40																				
Year 1/2 EVEN	Being Healthy and Staying Safe	10																				
	Push and Pull	10																				
	Representing Places	10																				
	Structures of Matter	10																				
	Total yearly hours	40																				

Victorian Curriculum 2.0 – Two-Yearly Cycle Teaching Programs

Year 3/4

Year	Integrated Units																					
	Unit	Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Year 3/4 ODD	Healthy Me	10																				
	First Inhabitants	10																				
	Earth Science	10																				
	Life Cycles	10																				
	Total yearly hours	40																				
Year 3/4 EVEN	Contributions to Community	10																				
	Journey Around Australia	10																				
	Comparing Australia to its Neighbours	10																				
	States of Matter	10																				
	Total yearly hours	40																				

Victorian Curriculum 2.0 – Two-Yearly Cycle Teaching Programs

Year 5/6

Year	Integrated Units																					
	Unit	Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Year 5/6 ODD	Energy	10																				
	Transition and Identity	10																				
	Government	10																				
	Geography	10																				
	Total yearly hours	40																				
Year 5/6 EVEN	Australia in the 1800's	10																				
	Consumerism	10																				
	Natural Disasters	10																				
	Australia in the 1900's	10																				
	Total yearly hours	40																				

