



### Help for non-English speakers

If you need help to understand the information in this policy please contact Somerville Primary School on 5977 5421.

### PURPOSE

The purpose of this framework is to outline Somerville 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 SPS Curriculum Framework document.

### OVERVIEW

Somerville 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.

Somerville 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](#)

Somerville Primary School aims to provide 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.

### IMPLEMENTATION

Somerville Primary School implements its curriculum that aligns with the Victorian Curriculum, incorporating the learning areas:

- English
- Mathematics
- Humanities - Civics and Citizenship, Economics and Business, Geography, History
- Technologies - Design and Technologies, Digital Technologies
- Science
- The Arts - Dance, Drama, Music, Visual Arts
- Health and Physical Education
- Languages - Auslan

Integrated into these learning areas are the capabilities areas:

- Critical and Creative Thinking
- Ethical Capability
- Intercultural Capability
- Personal and Social Capability

At Somerville Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute 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 SPS Curriculum Framework document.

### Language provision

Somerville Primary School will deliver Auslan (Australian Sign Language) as its Languages program to promote inclusion, communication diversity and intercultural understanding within our school community.

The decision to implement Auslan is based on several key considerations:

- **Inclusivity and accessibility:** Auslan supports students to understand and value Deaf culture and promotes inclusive communication practices, aligning with the school's commitment to equity and diversity.
- **Community relevance:** As Australia's recognised sign language, Auslan provides students with meaningful opportunities to engage with members of the Deaf and hard of hearing community.
- **Cognitive and social benefits:** Learning a visual-spatial language enhances memory, spatial awareness, gesture-based communication and non-verbal literacy skills, complementing students' overall language development.
- **Alignment with curriculum priorities:** Auslan is recognised within the Victorian Curriculum as a Languages pathway and supports intercultural capability, respectful relationships and global citizenship.
- **Student engagement:** Auslan's interactive and kinaesthetic nature promotes high engagement, collaboration and confidence in communication.

### Pedagogy

The pedagogical approach at Somerville Primary School will be taught and supported through a consistent, evidence-based pedagogical approach aligned to the priorities of Victorian Department of Education's FISO 2.0 framework. Across the school, teachers will implement a shared instructional model that guarantees clarity, consistency and high expectations for all learners.

Our approach is grounded in the deliberate use of the Elements of Learning and Teaching and includes:

- Clear learning intentions and success criteria so students understand what they are learning, why it matters and what success looks like.
- Explicit instruction and modelling, where teachers demonstrate new knowledge and skills before guiding students through structured practice.
- Active engagement in learning, incorporating questioning, discussion, collaborative learning and opportunities for student voice and agency.
- Differentiated teaching and targeted support, informed by ongoing assessment and data analysis, to ensure appropriate challenge and scaffolding for every learner.
- Effective feedback and formative assessment, enabling students to reflect on their progress, set goals and take next steps in their learning.
- A safe, orderly and inclusive learning environment that promotes high expectations, respectful relationships and wellbeing.

Professional Learning Communities (PLCs) support teachers to collaboratively analyse student data, plan targeted instruction, and evaluate impact. Ongoing professional learning ensures consistent implementation of agreed pedagogical practices across all classrooms. Through this coherent, research-informed approach, students are supported to become confident, capable and independent learners, with equitable access to high-quality teaching in every classroom.

### Assessment

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

Students at Somerville 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.

Assessment is embedded within teaching and learning and is used to inform planning, differentiation and targeted support. Teachers use a balanced range of diagnostic, formative and summative assessment strategies to monitor student growth and achievement against the Victorian Curriculum achievement standards.

- Diagnostic assessment is used at the beginning of a unit, semester or year level, and at key transition points, to identify students' prior knowledge, skills, strengths and areas for development. This may include pre-assessments, standardised assessments, screening tools and analysis of previous achievement data. Diagnostic data informs curriculum planning, targeted intervention, extension opportunities and adjustments to ensure readiness for new learning.
- Formative assessment is ongoing and integral to daily practice. Teachers gather evidence of learning through questioning, observation, conferencing, exit tasks, peer and self-assessment, work samples and feedback cycles. This evidence is used to adjust instruction, provide timely feedback, clarify misconceptions and support students to set learning goals and reflect on their progress.
- Summative assessment occurs at key points in the learning cycle to evaluate student achievement against curriculum standards. This may include common assessment tasks, projects, performances, tests and moderated work samples.

Teachers collaborate in Professional Learning Communities (PLCs) to moderate assessment tasks and judgements, ensuring consistency, accuracy and shared understanding of standards across the school. Assessment data is systematically analysed to identify individual and cohort trends, inform curriculum planning, and implement targeted interventions or extension opportunities. Students are supported to understand assessment criteria and success indicators, promoting agency and ownership of learning.

### Reporting

Somerville Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Somerville 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 Somerville Primary School formal written reports are provided to parents/carers twice yearly, outlining student progress, areas of strength, and next steps for learning. Reporting is supported by ongoing formative assessment practices, ensuring that judgements are evidence-based and aligned to curriculum standards.

The school also provides structured opportunities for parents/carers and students to discuss reports and learning progress with teachers through scheduled parent and teacher interviews. These meetings promote shared understanding of achievement, goal setting and strategies for continued improvement. In addition, parents/carers may request meetings with classroom teachers or relevant school leaders at any time to discuss their child's progress.

**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.

**Review of school curriculum**

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	Annual review of the school's curriculum framework to ensure alignment with the Victorian Curriculum, School Strategic Plan and Annual Implementation Plan. Analysis of whole-school data including NAPLAN, Victorian Curriculum teacher judgements, Attitudes to School Survey, wellbeing data, attendance and internal assessment trends. Priorities and improvement strategies are set and documented.	Principal Class and Leadership	Yearly
<b>Curriculum Areas</b>	Review of scope and sequence documents, assessment schedules and common assessment tasks to ensure vertical and horizontal alignment. Analysis of subject-specific achievement data, moderation outcomes and student work samples. Refinement of curriculum documentation and agreed pedagogical practices.	Leading Teacher and/or Learning Specialist	Yearly
<b>Year levels</b>	Collaborative planning through Professional Learning Communities (PLCs) to review cohort data, including diagnostic, formative and summative assessments. Adjustments made to term planners to address identified learning needs, differentiation and intervention priorities. Monitoring of student growth and progress.	Teachers	Termly
<b>Units and lessons</b>	Ongoing review of unit and lesson plans informed by pre-assessment data, formative assessment evidence,	Teachers	Weekly

	and student feedback. Teachers adjust learning intentions, success criteria, teaching strategies and assessment tasks to ensure responsiveness to student needs. Reflection and evaluation documented at the end of each unit.		
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**Review of teaching practice**

Somerville 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:
  - SPS Curriculum Framework

**POLICY REVIEW AND APPROVAL**

<b>Policy last reviewed</b>	20/02/2026
<b>Approved by</b>	Principal - Jamie Sharp
<b>Next scheduled review date</b>	20/02/2030