

PURPOSE

The purpose of this framework is to outline Nar Nar Goon 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

Nar Nar Goon 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.

Nar Nar Goon 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](#)

Nar Nar Goon Primary School is committed to providing a nurturing and challenging learning environment where every student is supported to achieve their best. We hold high expectations for all learners and believe that every child can experience success through a balance of academic rigour, wellbeing and engagement.

Our school places a strong emphasis on developing confident, capable learners through a clear focus on literacy and numeracy. The implementation of our Instructional Model, aligned with VTLM 2.0, ensures consistency and quality teaching practice school-wide. Teachers work collaboratively to analyse data and use evidence-based strategies that respond to individual student needs. Through explicit instruction, targeted intervention and enrichment opportunities, students are empowered to take ownership of their learning and build the skills necessary for life-long success.

Consistent, predictable routines are pivotal to our calm, orderly learning environment. We approach wellbeing proactively, supporting students by fostering a sense of belonging, empathy and personal responsibility.

At Nar Nar Goon Primary School, our strong sense of community and high expectations enable students, staff and families to thrive.

We value excellence, respect, responsibility, honesty and persistence.

Our values are based on our desire to nurture an environment based on the development of positive relationships between all members of the school and wider community, and the pursuit of excellence with an emphasis on persistence and effort in achieving personal best.

IMPLEMENTATION

Nar Nar Goon Primary School implements its curriculum through a whole-school curriculum approach, where learning is sequential and taught through explicit instruction.

We follow a structured literacy program, using Phonics Plus in F-2 as our systematic, synthetic phonics program.

We deliver a strong core knowledge program that integrates literacy skills with humanities knowledge.

Mathematics is explicitly taught through a sequential curriculum that develops students' conceptual understanding, fluency, reasoning and problem solving skills.

Our specialist program includes weekly sessions in STEM, Physical Education, Art and our language focus is Auslan.

At Nar Nar Goon 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 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

Nar Nar Goon Primary School will deliver Auslan as a Language, based on its importance as one of Australia's official languages and its role in promoting inclusion, communication and understanding of Deaf culture. Learning Auslan provides students with opportunities to develop communication skills through a visual language, fosters empathy and respect for diversity, and supports the development of broader language awareness and intercultural understanding.

Pedagogy

The pedagogical approach at Nar Nar Goon Primary School is in accordance with FISO 2.0, with both the wellbeing and learning of students at the centre. Our school-wide instructional model encompasses high impact teaching strategies and has a focus on a calm and orderly learning environment to enable learning. It includes explicit instruction, checks for understanding, opportunities to respond, responsive teaching and specific feedback. These are implemented with an emphasis on collaborative teaching teams and Professional Learning Communities to ensure there is a focus on strong and consistent teacher practice resulting in learning growth for every student.

Assessment

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

Students at Nar Nar Goon 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.

Nar Nar Goon Primary School assesses student learning as part of the school-based curriculum program, including formative and summative assessments.

- Teachers at Nar Nar Goon 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 Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, exit slips, responses in class 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.
- Nar Nar Goon Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion program (DI), Koorie students and students in 'Out of Home' care, in consultation with students, parents and, where appropriate, allied health or outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum 2.0 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 2.0 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

Nar Nar Goon Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Nar Nar Goon Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term.

1. At Nar Nar Goon Primary School, official progress reports are issued to parents/carers in Terms 2 and 4. Nar Nar Goon 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 2.0 F-10 EAL achievement standards](#).
 - a. Both student achievement and progress will be included in the report.
 - b. 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).
 - c. Nar Nar Goon Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
2. At the beginning of the year, a parent survey and an opportunity to discuss their child with the new teacher, is offered to parents.
3. Student-Led Conferences are conducted in Term 2. These enable students to present their learning and celebrate the achievement in the year thus far. They also provide an opportunity for parents to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.
4. Each term, teachers and students send home Learning Snapshots, which are progress reports in digital form, in a written format easy for parents/carers to understand. There is the option to translate text from English to another language, to cater to our school community.

Parents/carers are welcome to request a meeting with their child's teacher at any time of year to discuss the school report or termly Learning Snapshots with teachers and/or school leaders.

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
Whole school	Leadership team monitor the development of whole-school planning documents, including yearly scope and sequences and term overviews across all curriculum areas. Evidence-based research is used to guide whole school approaches to teaching and learning. Data used to review curriculum planning includes: NAPLAN, PAT, DIBELS, Year 1 Phonics Check, Phonics Plus assessments, Common Assessment Tasks and moderated tasks.	Principal Assistant Principal SIT team	Regular monitoring, ongoing review and modification
Curriculum Areas	The school uses school-wide developed scope and sequence documents alongside the VCAA yearly scope and sequence documents to plan for each curriculum area. Term unit plans are developed for all curriculum areas. Teaching staff analyse student data to inform targeted planning.	Principal Assistant Principal PLC Leaders Teachers	Each term
Year levels	Each year level cross checks their planning with the VCAA documents to ensure full coverage of the curriculum.	Teachers	Each term
Units and lessons	Units and lessons are developed, implemented and evaluated regularly to ensure point of need teaching for students with CFU built in. Whole-school planning of scope and sequences allows for units and lessons to be reviewed and evaluated. Teaching staff use our Assessment Schedule to monitor student growth and achievement. This information is used to inform planning.	Teachers	Each week

Review of teaching practice

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Approved by	Principal - Jacqueline Cutler
Next scheduled review date	By June 2030