CURRICULUM FRAMEWORK 2026-2030

If you need help to understand the information in this policy please contact our office.

PURPOSE

The purpose of this framework is to outline Dorset'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.

OVERVIEW

Dorset 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.

Dorset 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

Dorset Primary School provides a safe, inclusive and engaging learning environment where students are supported to achieve their personal best, develop confidence and curiosity, and become active, responsible members of the community.

IMPLEMENTATION

Dorset Primary School delivers a comprehensive Foundation to Year 6 curriculum aligned with the Victorian Curriculum. Students participate in core learning areas and specialist programs including Art, Science, Performing Arts, Physical Education, Digital Technologies and Italian.

At Dorset, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 40 and 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, curriculum area (for specialist teachers), year level and lesson curriculum plans.

Language provision

Dorset Primary School offers Italian as its Languages program. Italian was selected by the school community in 2018 and aligns with the language programs offered by local secondary schools.

Pedagogy

The pedagogical approach at Dorset Primary School is guided by the Victorian Teaching and Learning Model (VTLM 2.0). Teachers use evidence-based, high-impact teaching strategies to provide explicit instruction, purposeful practice, regular feedback and differentiated learning opportunities. Learning experiences are designed to engage students, build strong foundations in literacy and numeracy, and support every student to make continuous progress and achieve success.

Assessment

Dorset assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Dorset Primary School uses formative and summative assessment to monitor student learning, inform teaching and track progress. Assessment data is used to provide feedback, identify learning needs and support all students to achieve success.

Students at Dorset 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.

Dorset Primary School uses a range of assessment practices to monitor progress, inform teaching and support student achievement. Adjustments and individual learning plans are implemented where required to ensure all students can access and engage with learning.

Reporting

Dorset Primary School reports student achievement and progress to parents/carers in accordance with Department of Education requirements. Student learning is communicated through regular feedback, parent-teacher conferences and formal reports. Interpreting services will be provided where required to support effective communication with families.

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	Reflected in line with the F–10 Revised Curriculum Planning and Reporting Guidelines	Principal and Assistant Principal	At the conclusion of each SSP cycle (every four years)
Curriculum Areas	Reflected in line with the F–10 Revised Curriculum Planning and Reporting Guidelines	Principal and Assistant Principal	At the conclusion of each SSP cycle (every four years)
Year levels	Reflected in line with the Victorian Curriculum F-10 2.0	Assistant Principal and Learning Specialists	Yearly
Units and lessons	Reflected in line with the Victorian Curriculum F-10 2.0	Assistant Principal, Learning Specialists and Classroom Teachers	Yearly

Review of teaching practice

Dorset reviews teaching practice via:

- Professional Learning Teams 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	October 2026
Approved by	Principal
Next scheduled review date	2030