

CURRICULUM FRAMEWORK

FEBRUARY 2026-2028

PURPOSE

The purpose of this framework is to outline Rolling Hills 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, year levels and unit/lesson curriculum plans.

OVERVIEW

Rolling Hills 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.

Rolling Hills 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](#)

Rolling Hills Primary School aims to inspire all learners to be curious and creative. We will develop resilient and ethical citizens with the skills to thrive in a diverse and global community. Rolling Hills Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education. Rolling Hills Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum.

IMPLEMENTATION



Rolling Hills Primary School implements its curriculum through the Gradual Release of Responsibility Instructional Framework. Our extensive programme of learning covers the eight key learning areas:

- English (reading, writing and spelling)
- Mathematics
- Sciences (including physics, chemistry and biology)
- Inquiry Studies underpinned by humanities and social sciences (including history, geography, economics, business, civics and citizenship)
- The Arts (Visual, Digital, Music, Performance, Dance and Drama)
- Languages – French and Spanish (through Global Arts)
- Health and Physical Education (including Wellbeing)
- Information and Communication Technology, and Design and Technology.

At Rolling Hills Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60 minute sessions. Students participate in a ‘Specialist Day of learning’ that includes Visual Arts, Health and Physical Education, Science and Design and Digital technologies.

	PREP	G12	G34	G56
English (reading, writing, spelling)	580	580	580	580
Mathematics	300	300	300	300
Sciences (including physics, chemistry and biology)	60	60	60	60
Inquiry (humanities and social sciences (including history, geography, economics, business, civics and citizenship)	180	180	180	180
The arts	60			
languages	60	60	90	90
Health and physical education	120	120	120	120
Information and communication technology, and design and technology.	60	60	60	60
Other (library, wellbeing)	80	140	110	110
Total Minutes Per Week	1500	1500	1500	1500

	Prep	Grade 1	Grade 2	Grade 34	Grade 56
English (reading, writing, spelling)	600	630	630	600	600
Mathematics	300	300	300	300	300
Science (including physics, chemistry and biology)	60	60	60	60	60
Inquiry – The Humanities (civics and citizenship, economics and business, geography and history)	180	120	120	120	120
The Arts	60	60	60	60	60
Languages	30	30	30	30	30
Health and Physical Education	120	120	120	120	120
Technologies (including design and technologies and digital technologies)	60	60	60	60	60
Other (including library and wellbeing)	90	120	120	150	150

Total minutes per week	1500	1500	1500	1500	1500
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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, termly overviews and unit / lesson curriculum plans.

Language provision

Rolling Hills Primary School will deliver French and Spanish as a Language through the implementation of languages software and our LOTE program. The decision to support these languages was based on the ability to transition to local secondary schools who offer these languages.

Pedagogy

The pedagogical approach at Rolling Hills Primary School is underpinned by the Victorian Teaching and Learning Model 2.0 as an evidence-informed framework designed to strengthen teaching and learning in all Victorian government schools. It synthesises cognitive science, neuroscience, educational psychology and best-practice instructional approaches to give teachers a consistent, system-wide model for planning, teaching and supporting student learning.

Assessment

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

Students at Rolling Hills 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.

Rolling Hills Primary School assesses student learning as part of the school-based curriculum program, including formative and summative assessment. Teachers at Rolling Hills 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 Rolling Hills Primary School Assessment Schedules, Termly Planners and unit/lesson plans. 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.



- Rolling Hills Primary School will develop Individual Education Plans (IEPs) for students who have a Disability Profile, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Rolling Hills Primary School will develop Student Learning Plans (SLPs) for students who are performing 12 months above or below the expected level in Reading, Writing or Maths.
- Rolling Hills Primary School will develop Literacy Intervention Plans (LIPs) for students to be in literacy intervention.
- 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.
- 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

Rolling Hills Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Rolling Hills 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 Rolling Hills Primary School we implement the [Reporting Student Achievement and Progress Foundation to 10](#) policy, by offering termly feedback on Learning Tasks, progress reports twice per year, Semester reports twice per year, and parents/carers and student forums twice per year.

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.

- Rolling Hills Primary School will report directly against the Victorian [Curriculum 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher-student 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

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

Each team is allocated a teaching and learning coach to support curriculum planning. This is reviewed against the Framework for Improving Student Outcomes on a weekly, termly and yearly basis

Layer of review/planning	Process and data used	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school	Yearly review – based on whole staff input with final revisions led by the school Leadership Team	Leadership Team	Yearly
Curriculum Areas	Yearly review – based on whole staff input with final revisions led by the school Leadership Team	Teaching and Learning Coaches	Yearly
Year levels	Termly review – based on team level staff input with final revisions led by the teaching and learning coaches based in the teams.	Teaching and Learning Coaches	Termly
Units and lessons	Termly review by based on weekly reflections – team level staff input with final revisions led by the teaching and learning coaches based in the teams.	Teaching and Learning Coaches	Termly

Review of teaching practice

Rolling Hills 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:
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level – Termly Unit Plans
 - unit plans/sequence of lessons
 - whole school assessment schedules

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Approved by	Craig Bradley
Next scheduled review date	February 2030