



Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Maryborough Education Centre'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 Plans, Curriculum Area Maps and Teaching and Learning Unit plans.

OVERVIEW

Maryborough Education Centre (MEC) 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.

MEC 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](#)

VISION

MEC aims to be an inclusive, connected and flourishing learning community.

VALUES

MEC's values are Aspiration, Kindness and Respect.

Aspiration

- Set ambitious goals, dream big and believe in our ability to grow.

- Strive for excellence and plan to achieve our best, while being happy with who we are.
- Be courageous by stepping outside our comfort zone to embrace challenges and learn from our mistakes.
- Seek out positive role models.
- Believe in others and encourage them to excel.
- Activate our curiosity and work to make the world a better place.
- Aim to be good people, good friends and good community members.

Kindness

- Include others by being open and friendly while being generous with our time.
- Treat everyone with fairness and dignity and show courtesy and manners.
- Interact with understanding, consideration and care.
- Be non-judgemental.
- Understand the strength of compassion and consciously act with empathy and forgiveness.
- Be mindful and allow others the opportunity to learn at all times.
- Welcome newcomers and visitors.
- Value and celebrate diversity and promote inclusion.

Respect

- Listen with an open mind and encourage all to have a voice.
- Know and follow the school rules and expectations.
- Show pride, belief and optimism in ourselves and our school.
- Appreciate what we have and look after our equipment.
- Treat the environment with care for the future acknowledging our role as global citizens.
- Recognise and celebrate the achievements of others.
- Support and protect the right of others to learn.

IMPLEMENTATION

MEC is committed to following the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) including the elements of teaching and learning. We are committed explicit teaching strategies and reducing extraneous cognitive load in the classroom to support student learning. We align curriculum plans across the school using Curriculum Area Plans, Curriculum Area Maps which are then used as the basis for creating quality teaching and learning units.

MEC is committed to implementing the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) across the school. Our teaching practices are evidence-informed, with a strong focus on explicit teaching, checking for understanding and reducing extraneous cognitive load to support all students to successfully access and engage with learning.

Curriculum is aligned and sequenced across the school through Curriculum Area Plans and Curriculum Area Maps, supported by the structured timetabling of key learning areas. These processes provide the foundation for the development of high-quality teaching and learning units, ensuring curriculum content and skills are intentionally taught, built upon and assessed across year levels.

MEC implements its curriculum across the:

P-6 Area

- Primary Area- P-6
- Secondary Area- 7-12
- Specialist School Setting

At MEC, class time is structured into weekly timetables, with 5 hours of learning per day, broken into:

- 1x 30 minute session
- 2x 45 minute sessions.
- 3x 60 minute sessions.

7-12 & Specialist Area

At MEC, class time is structured into fortnightly timetables, with 5 hours of learning per day, broken into:

- 1x 15-minute session
- 5 x 57 minute sessions.

The 7-12 area adopts a Mentor Program to provide students with opportunities for increased connectedness to their teachers and peers. Mentor class is held every morning for 15 minutes.

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 plan, year level/teaching and learning unit curriculum plans and Long Term Planner.

Language provision

MEC is currently unable to deliver a language program, based due to an inability to staff this position.

Pedagogy

The pedagogical approach at Maryborough Education Centre is in line with the VTLM 2.0. We focus on explicit teaching using quality teaching resources as tools. Teachers are responsive in their practice, making adjustments to cater for students' varying levels.

Our approach is evidence-informed and underpinned by the understanding of how students learn. Teaching is carefully sequenced to build knowledge and skills over time, with new learning explicitly connected to students' prior knowledge. We break content into manageable steps, providing clear explanations and modelling, and use guided practice before students move on to independent work.

Regular checks for understanding are embedded throughout instruction, allowing teachers to identify misconceptions, provide timely feedback, and be responsive to student need. Daily reviews and opportunities for retrieval practice support our students to retain and apply previously taught knowledge and skills.

A consistent, guaranteed, knowledge-rich and explicitly taught curriculum supports high expectations for all students while allowing teachers to provide additional scaffolding, support or extension where needed. Through collaborative planning, assessment and reflection on student learning, we continually evaluate the impact of our practice and make informed decisions to improve student outcomes.

Assessment

MEC assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. Assessment is an integral part of the teaching and learning cycle at our school and is embedded within our whole school curriculum program. Teachers use ongoing formative and summative assessment to develop an accurate understanding of each student's current level of achievement, to monitor learning growth and identify individual learning needs. Assessment information is used not only to measure learning, but to inform planning, adjust instruction and determine appropriate support, scaffolding and extension.

Student achievement is assessed against the Victorian Curriculum 2.0 F–10 achievement standards. A range of assessment practices are used to build a comprehensive picture of student learning, including teacher observation, checks for understanding, student work samples, curriculum-based assessments and agreed whole-school assessment tools. Assessment is planned alongside curriculum and instruction so that what is assessed directly reflects the knowledge and skills students have been taught.

Teachers formally record assessment information for every student using agreed school processes and regularly monitor student achievement and growth over time. Assessment data is analysed at classroom, cohort and whole-school levels to identify strengths, areas for further development and students requiring additional support or extension. Collaborative planning and moderation support teachers to develop consistent judgements of student achievement and ensure assessment information is reliable and meaningful.

Whole-school assessment and reporting schedules establish clear expectations for the assessment, recording, monitoring and reporting of student performance. These processes support consistency across year levels and ensure assessment is purposeful, manageable and used to inform subsequent teaching and learning.

Accurate and timely information about student achievement and progress is communicated to students and parents/carers throughout the year. Formal written reports are provided twice yearly, with additional opportunities to communicate student progress through parent/carer meetings and ongoing formal and informal communication. Students are also supported to understand their own progress through clear learning intentions and success criteria, feedback and opportunities to reflect on their learning.

Students at MEC 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.

- Teachers at MEC 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 Unit Designs and Learning Sequences. 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.
- MEC uses Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, and EAL students, in consultation with students, parents and where appropriate, with outside agencies.
- 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

MEC reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, MEC 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 MEC implements the [Reporting Student Achievement and Progress Foundation to 10](#) policy, using semester-based reports, term based Individual Education Plans, and learning tasks that report on unit/test/work completion. Parents/carers and students access reports through the Compass portal and the reporting timeline allows time for families to discuss the school report with teachers and/or school leaders during parent teacher conferences/SSG meetings and in the last week of term for semester reports.

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.

- MEC 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).
- MEC will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher 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.

Our school regularly reviews curriculum and teaching practices to ensure they align with the Victorian Curriculum 2.0 F–10, VTLM 2.0 and FISO 2.0, to continue to meet the learning needs of our students.

The FISO 2.0 Improvement Cycle guides this process, supporting the school to identify areas for improvement, plan and implement appropriate actions, and monitor their impact.

Curriculum and teaching practices are reviewed using a range of evidence, including student achievement and assessment data, curriculum documentation, classroom observations, teacher feedback and collaborative planning. This allows us to identify strengths, gaps and areas requiring further development.

Findings from these reviews inform whole-school priorities, professional learning, curriculum planning and improvements to teaching practice. Changes are monitored over time to determine their impact on student learning and to inform future planning.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Whole School Curriculum Plan VCAA Whole School Curriculum Plan template	Teaching and Learning Assistant Principal and Teaching and Learning Leading Teachers	Annually
Curriculum Areas	Curriculum Area Plans VCAA Curriculum Area Plans (CAPs)	Teaching and Learning Assistant Principal and Teaching and Learning Leading Teachers	Annually
Year levels	Curriculum Area Maps VCAA Curriculum Area Maps (MAPs)	Teaching and Learning Assistant Principal and Teaching and Learning Leading Teachers Learning Area Leaders	Annually

Layer of review/planning	Process and data used	Responsibility	Timeframe
Units and lessons	Teaching and Learning Unit Plans Weekly and daily curriculum plans	Teaching and Learning Leading Teachers Learning Area Leaders	Semester/Term

Review of teaching practice

MEC 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
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	2 nd September 2026
Approved by	Jason Sinclair, School Council President
Next scheduled review date	This policy was last updated on 2 nd September 2026 and is scheduled for review as part of the school's 3-year review cycle.

Signed:



Jason Sinclair
School Council President

Date

04/09/2026