

Curriculum Framework

PURPOSE

The purpose of this framework is to outline Bellbridge 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area and year level lesson plans.

OVERVIEW

Bellbridge 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.

Bellbridge 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](#)
 - [Languages Education](#)

Bellbridge Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

POLICY

Bellbridge Primary School implements the Victorian Curriculum through a Whole School Curriculum Plan that outlines how each of the key learning areas is being addressed, including which teacher (classroom or specialist) is responsible for reporting requirements. Learning Overviews are then used to determine how the Content Descriptions within the Victorian Curriculum are being taught, assigning content to terms within the relevant school year/s.

We have five specialist subjects: Physical Education, Performing Arts, STEM (Science, Technology, Engineering and Maths), Visual Arts and Auslan. These subjects are taught according to the following specialist breakdown.

2023	ART		PERF. ARTS		PHYS. ED		STEM		AUSLAN	
Prep	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2			Sem. 1	Sem. 2
Grade 1	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2			Sem. 1	Sem. 2
Grade 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2		Sem. 2	Sem. 1	
Grade 3	Sem. 1		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2		Sem. 2
Grade 4	Sem. 1		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2		Sem. 2
Grade 5		Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	
Grade 6		Sem. 2	Sem. 1		Sem. 1	Sem. 2	Sem. 1 (2 hours)	Sem. 2		Sem. 2

At Bellbridge Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five one-hour sessions. A breakdown of the approximate time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	600
Mathematics	420
Sciences (including STEM)	60
Visual Arts	60
Performing Arts	60
Health and Physical Education	120
Languages (Auslan)	60
Information and Communication Technology (design and digital technology)	60
Other Inquiry areas (e.g. History, Economics, Civics and Citizenship)	60
Total	1500

Language provision

Bellbridge Primary School will deliver AUSLAN as a Language.

Pedagogy

The pedagogical approach at Bellbridge Primary School is that all students have the ability to learn. We foster inclusive practices aligned with high impact teaching strategies to nurture the education of each and every student.

Assessment

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

- Students 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.
- We have an annual assessment schedule for English and Maths which outlines formal and information assessments that are required each term.
- Teachers 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.
- 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.
- We develop Individual Education Plans (IEPs) for students who are supported by the Disability Inclusion (DI) program (formally Program for Students with Disabilities), Koorie students and students in Out of Home Care. These are created in consultation with students, parents and where appropriate, 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

Bellbridge Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Bellbridge 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 Bellbridge Primary School, semester reports are issued to parents in both Term 2 and 4. Parent Teacher Conferences are conducted in Term 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher. The contents of our semester reports comply with the [Reporting Student Achievement and Progress Foundation to 10](#) policy]. Semester reports are in a written format easy for parents/carers to understand and will be accessible in digital form (via Compass) with the option to request a hard copy and translate text from English to another language to cater to our school community.

- Bellbridge Primary School reports directly against the Victorian [Curriculum F-10 achievement standards](#).
- Both student achievement and progress is included in semester reports.
- 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 all key learning areas (where applicable).

Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Layer of review	Process and data used	Responsibility	Timeframe
Whole school	Whole school reviews occur as needed (e.g. curriculum changes or school-wide reform based on the school improvement agenda).	Principal Class Officers	
Curriculum Areas	Curriculum area reviews occur as needed (e.g. curriculum changes or school-wide reform based on the school improvement agenda).	Principal Class Officers	
Year levels	Year levels conduct a termly curriculum audit, where they use level overview documents to adjust where curriculum content is being taught across the school year.	PLC Leaders	
Units and lessons	Year levels have two-hour weekly planning meetings where they plan for the following week and make adjustments to unit/lesson plans. They also have termly planning days to plan a skeleton of the term ahead (term overview, inquiry planning, homework).	PLC Leaders	

Professional Learning Communities (PLC)

Bellbridge Primary School uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Bellbridge Primary School in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-cycle, mid-cycle, and end-cycle review for every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas. Teachers working through the process from provisional to full registration complete this process instead (Term 1 – planning and PL, Term 2 – inquiry phase, Term 3 – write up and interview panel).

COMMUNICATION

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department’s Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2023
Approved by	Principal Nadia Tkaczuk
Next scheduled review date	Before June 2027