



CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact our office staff at Bourchier Street Primary School (Ph:58213488) who will arrange for a translator to communicate with you.

PURPOSE

The purpose of this framework is to outline Bourchier Street 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, year level and unit / lesson curriculum plans.

OVERVIEW

Bourchier Street 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.

Bourchier Street 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](#)
 - [Strengthened approach to Holocaust education](#).

Bourchier Street Primary School is committed to empowering students to become lifelong learners and shape the world around them by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Bourchier Street Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to

have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include the use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set home-learning that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Bourchier Street Primary School implements a curriculum where:

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science and humanities subjects within an inquiry approach
- All students undertake at least one Arts discipline
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language (Chinese and French)

At Bourchier Street Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into 60 minute sessions. A breakdown of time allocated to each learning area is documented below:

| Domain | Minutes Per Week |
|---|------------------|
| English | 600 |
| Mathematics | 300 |
| Sciences & Humanities – Inquiry units | 300 |
| The arts | 120 |
| Languages | 30 |
| Health and Physical Education | 120 |
| Information and communication technology, and design and technology | 30 |
| Total | 1500 |

Language provision

Bourchier Street Primary School will deliver Italian as a Language. This decision was based on discussions with the school community.

Pedagogy

Teaching and Learning at Bourchier Street Primary School is based on practices of excellence. Engaging and challenging learning programs are prioritized along with the creation of optimal conditions for student learning. A belief exists that Literacy and Numeracy skills are foundational and require a daily, relentless focus. The school uses student-centred learning approaches including inquiry learning across the school.

Assessment

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

Students at Bourchier Street 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.

- Teachers at Bouchier Street 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 unit plans and learning sequences in weekly planners. 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.
- Bouchier Street Primary School will develop 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, 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 should their language be such that it is not appropriate to assess against the Victorian Curriculum.
- 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

Bouchier Street Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Bouchier Street Primary 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.

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.

- Bouchier Street 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, either the [EAL Companion to the AusVELS](#) or 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).

- Bouchier Street Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Bouchier Street Primary School will engage in some progressive reporting through the Seesaw app
- 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 for where required.

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/planning | Process and data used | Responsibility | Timeframe |
|--------------------------|--|--------------------|--------------|
| Whole school | <p>A SIT develops the school's AIP in consultation with school community in line with SSP</p> <p>AIP goals are reviewed each semester</p> <p>The school rates itself against the FISO elements.</p> <p>Data sets to explain our progress such as NAPLAN, teacher judgement and the various surveys are all used in this process.</p> <p>Areas for improvement are identified</p> | SIT team | Yearly |
| Curriculum Areas | PLTs review progress and set goals in the various curriculum areas, in particular Literacy and numeracy. | PLT leaders | Termly |
| Year levels | PLCs drive improvement in year level teams through a collaborative Inquiry model | Year Level Leaders | Termly |
| Units and lessons | Year level teams plan and implement the daily teaching and learning program | Teachers | Weekly/daily |

Professional Learning Communities (PLC)

Bouchier Street 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 Bouchier Street 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-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [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 \(including variation to hours\)](#)
- This policy should be read alongside:
 - Whole School Curriculum Plan
https://docs.google.com/spreadsheets/d/1QKQqMpgoA9IzNr-mqIApTdAY_ZJ9Nagr/edit?usp=sharing&ouid=114711582482480720354&rtpof=true&sd=true

POLICY REVIEW AND APPROVAL

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|----------------------------|------------------------------|
| Policy last reviewed | 30 March 2022 |
| Approved by | School Council and Principal |
| Next scheduled review date | February 2025 |