



CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on (03) 9772 3471.

PURPOSE

The purpose of this framework is to outline Bonbeach 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, curriculum area, year level and weekly lesson plans.

OVERVIEW

Bonbeach 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.

Bonbeach 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](#)

Bonbeach Primary School is committed to lifelong learning 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.

IMPLEMENTATION

At Bonbeach Primary School, class time is structured into a weekly timetable, with five hours of structured learning per day, broken into five 60-minute sessions.

Bonbeach Primary School provides a curriculum that covers the following learning areas on a weekly basis:

- **Literacy**, including Reading and Viewing, Writing and Speaking and Listening, as well as Multisensory Language and SMART Spelling approaches to phonics and spelling intervention. Literacy sessions occur daily, following an explicit, gradual release instructional model that develops students' understanding of phonics in a sequenced manner, builds phonemic awareness particularly in the junior levels, exposes students to a wide variety of literature materials, develops reading comprehension and develops students ability to construct written texts.
- **Numeracy**, including Number and Algebra, Measurement and Geometry, Statistics and Probability, as well as the Numeracy Proficiencies. Numeracy sessions follow the Rich/Challenging tasks format, where students are provided with a warm up or review activity, a prompt to spark mathematical thinking and discussion, explicit-targeted skills based instruction and a reflection to consolidate understanding.
- **Physical Education**, focusses upon the acquisition of movement skills and the development of strategies to enable students to confidently, competently and creatively participate in a range of physical activities. Students develop proficiency in movement skills, physical activities and movement concepts. They develop an appreciation of the significance of physical activity, outdoor recreation and sport.
- **Performing Arts**, engages students in Dance, Drama and Music. Dance involves students developing a movement vocabulary with which to explore imaginative ways of moving both individually and collaboratively through choreographed performances. Through Drama, students explore the use of gesture, movement, voice and language to take on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond to dramatic performances. Music combines listening, performing and composing activities. Students' build their capacity to understand music. Performing Arts culminates in a biannual School Production.
- **Visual Arts**, includes the fields of art, craft and design. Students create visual art works that communicate their own and others' ideas. They learn about the role of the artist and engage in discovery, experimentation and problem-solving to replicate the visual language and visual techniques, technologies, practices and processes of various artists.
- **Social and Emotional learning**, including the *Schoolwide Positive Behaviour for Learning* (PBL) interventions, *Resilience, Rights and Respectful Relationships* Curriculum F-6, which covers a topics ranging from Emotional Literacy, Personal Strengths, Personal Coping, Problem Solving and Stress Management, to topics such as Help-seeking, Gender Identity and Positive Gender Relations. As part of the approach to mental health and wellbeing, Smiling Minds Mindfulness activities and prompts are also provided weekly. In the senior school, Sexuality and Consent Education is provided through the *Resilience, Rights and Respectful Relationships* curriculum, as well as the *Moving Into The Teen Years* program.

Bonbeach Primary School's curriculum also covers the following learning on an annual basis:

- **Science**, including biological, physical and chemical sciences. Science sessions typically cover a unit of knowledge, where students make predictions and solve problems. Through science

sessions, students develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge and the contribution of science to our lives. In junior year levels, this can involve the investigation of concepts such as ‘Minibeasts’ and experimentation with changes in states of matter through experiments with different materials. In the senior school, this can involve formalised approaches to conducting and recording a scientific experiment, as well as developing student understanding of concepts such as the constellations and other celestial objects.

- **Geography**, which involves students developing a sense of ‘place’ and builds students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.
- **History**, involves students investigating the past, to develop an awareness of past societal practices, events, movements and developments that have shaped modern society. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. Students in junior year levels will often learn about objects, games and activities from the past, such as those enjoyed by grandparents. Students in the senior levels learn about significant events in Australian History, such as early settlement, the gold rush and federation. The achievements and knowledge systems of Indigenous Australian’s are also acknowledged across all year levels through the History curriculum, which includes understanding the achievements of significant figures such as Eddie Mabo.
- **Civics and Citizenship**, provides students with an understanding of the principles and practices of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, the freedom of religion, the freedom of speech and association, and the values of openness and tolerance. Through the Civics and Citizenship curriculum, students learn about the systems of government in place across the world, and in particular the Australian Democratic system, including how a preferential voting system operates fairly. Students learn about rights and responsibilities, and about the ways in which they can influence positive change for all within their community.
- **Digital Technologies**, provides opportunities for students to become confident and creative with digital systems to develop digital solutions through problem solving. Students learn about the components of digital systems, data and information, cyber safety strategies and awareness, and they engage with graphical coding software to develop an awareness of coding logic. Across the school, students engage with Lego Kits, Microbits, Scratch Coding and other digital technology resources to engage in digital technologies learning.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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 curriculum scope and sequence documentation for each year level and specialist area, and within lesson plans for each year level and specialist area.

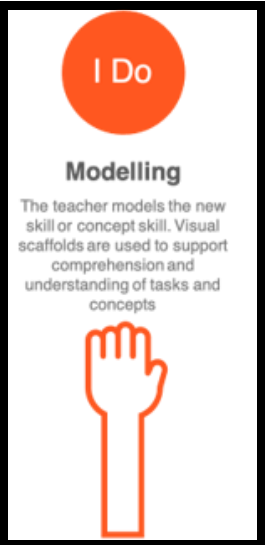
Language provision

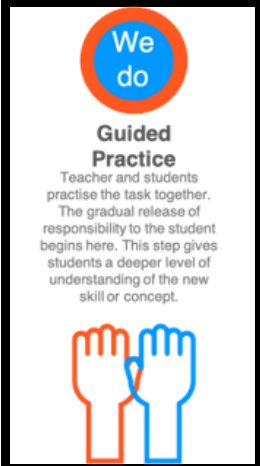

Bonbeach Primary School delivers Indonesian as a Language, based on the availability of a specialist Indonesian language teacher, the history of the school and its teaching of Indonesian over a prolonged period of time, and as a point of difference from other schools in the local area.

Pedagogy

The pedagogical approach at Bonbeach Primary School is aligned with the Department of Education’s Framework for Improving Student Outcomes (FISO 2.0), the Victorian Teaching and Learning Model, the High Impact Teaching Strategies and the High Impact Wellbeing Strategies. Bonbeach Primary School’s pedagogical approaches are evidence-based and reviewed regularly in conjunction with the local Kingston Network Communities of Practice.

Literacy Sessions are planned and enacted in accordance with the following structure:

TIME	STRUCTURE	TEACHING APPROACH
5 - 10 mins	Daily Revision/Warm Up	Handwriting, Verbs, Adjectives, Adverbs, Sentences, Punctuation
2 mins	Introduction Learning Intention (LI)	<ul style="list-style-type: none"> Share the LI and build the ‘need to know’ for the lesson LI clearly displayed and referred to during the writing session <p><u>GUIDING QUESTIONS FOR TEACHERS</u> <i>What will help students connect one day to the next?</i></p>
5 - 10 min	Modelling by teacher 	<ul style="list-style-type: none"> Use of a mentor text/ example that is visible to students Short, sharp explicit teaching - Break the task into small parts Teacher models to students both <u>WHAT</u> and <u>HOW</u> using the same steps that are given to the students Teacher gives a narrative of their thinking. <p><u>GUIDING QUESTIONS FOR TEACHERS</u></p> <ul style="list-style-type: none"> <i>How will the teacher share specifics of what and why students are learning today?</i> <i>What do the students need from the teacher to work with more depth and stamina?</i>
10 min	Turn/ Talk - work with a partner	<ul style="list-style-type: none"> Turn and Talk to discuss ideas Work through the skills as the same time as the teacher OR Work with a partner to practice of skills modeled by the teacher <ul style="list-style-type: none"> Bring the class together and share ideas. <p><u>GUIDING QUESTIONS FOR TEACHERS</u></p> <ul style="list-style-type: none"> <i>How can I pair students so they can learn from each other?</i> <i>What do the students need from the teacher to work with more depth and stamina?</i>

	 <p>We do</p> <p>Guided Practice Teacher and students practise the task together. The gradual release of responsibility to the student begins here. This step gives students a deeper level of understanding of the new skill or concept.</p>	
10 - 15 mins	<p>Independent time to practice the skill</p>  <p>You do</p> <p>Independent Practice Students demonstrate their initial understanding of the new concept or skill. This step is an opportunity to practice what they have learnt, working towards fluency</p>	<ul style="list-style-type: none"> • Student's practise modeled skill at their table - <u>independently or with a buddy</u> • Think about differentiation that students will need to achieve success (enabling/ extending prompts) • What students will the teacher be working with? <ul style="list-style-type: none"> • <i><u>GUIDING QUESTIONS FOR TEACHERS</u></i> • <i>What are the skills my students need to make the next steps in their learning?</i> • <i>What evidence do I need to collect to show student progress?</i>
5 mins	Debrief/ Share	<ul style="list-style-type: none"> • Focus on the LI - was it achieved why/ why not? • Focus on the writing goal - was it achieved why/ why not? What evidence is there in their writing <ul style="list-style-type: none"> • <i><u>GUIDING QUESTIONS FOR TEACHERS</u></i> • <i>What did the students accomplish?</i> • <i>What progress did the students make?</i> • <i>What do students need to do next?</i>

Numeracy sessions are planned and enacted in accordance with the following structure:

TIME	STRUCTURE	TEACHING APPROACH
5 - 10 mins	Daily Revision/Warm Up	<i>Play a mathematical game or engage in retrieval practice.</i>
2 mins	Launch	<i>Don't show students how to do it, but clarify and question and the mathematical language used in the task.</i>

5 - 10 min	Explore	<i>Be prepared to allow students to struggle in the Zone of Proximal Development (ZPD).</i>
During Explore	Enabling and Extending Prompts	<i>Offer enabling prompts and extending prompts as students require.</i>
5 - 10 min	Discuss	<i>Discussion might occur as deemed necessary during the task, not necessarily at the end. Provide explicit teaching of skills and strategies to complete the task.</i>
5 – 10 min	Consolidate	<i>Discussion in an opportunity to share strategies and highlight mathematical ideas.</i>

Assessment

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

Students at Bonbeach 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. At Bonbeach Primary School:

- In accordance with the established scope and sequence documentation, teachers use a combination of formative assessment and summative assessment to inform the content and sequence of the learning program.
- Assessment is used in an ongoing way, to guide future lessons, as well as to keep students and parents informed of student progress.
- Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are outlined in the Assessment Schedule and Scope and Sequence documentation. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions and/or student self-assessments.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and include clear instructions, relevant supports (scaffolds, prompts, templates) and allow sufficient time for completion. Teachers make modifications to assessment tasks to cater for students with additional learning needs in accordance with the recommendations from Outside Agencies/Specialists, the Disability Inclusion Specialist, Individual Education Plans (IEPs) Goals and Student Support Group (SSG) Goals.
- Individual Education Plans (IEPs) are developed 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.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Staff participate in cross marking of assessment tasks (moderation at whole-school level and within-team level) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

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

In accordance with Department of Education policy, Bonbeach Primary School:

- will formally report student achievement and progress to parents/carers once a semester for each student.
- report against the Victorian Curriculum F–10 achievement standards.
- report both student achievement and progress for each curriculum area taught, including specialist subjects.
- provide a teacher judgement, as well as an indication of progress since the curriculum area was last reported on.
- report against a five-point scale.

Additionally, Bonbeach Primary School will provide the report in a written format that is easy for parents/carers to understand. The report will:

- be accessible in a digital format.
- upon request, be translated from English text to another language.
- provide a teacher comment regarding effort, behaviour, attitude and work habits.
- provide a sequence of 'Learning Outcomes' on a five-point scale that indicate proficiency for specific skills and strategies taught across the semester.

Parent-teacher interviews are conducted twice-yearly to allow for the opportunity to discuss student progress, and how students can continue to be supported at home. Interpreting services can be made available where required.

In addition, Bonbeach Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout each semester, including through termly Student Support Group meetings, Individual Education Plan meetings, and any other meeting between staff and parents/carers as 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

Layer of planning	Process and data used	Responsibility	Timeframe
Whole school	<ul style="list-style-type: none">- Review is aligned to SSP and AIP priority areas- Review is conducted through scheduled SIT and Leadership Meetings	School Improvement Team	Annually

	<ul style="list-style-type: none"> - Review focusses upon high-level documentation such as Scope and Sequence and Assessment Schedule - Learning Specialists attend Community of Practice and engage in ongoing professional learning regarding best practice to determine school-wide approaches - Staff consultation is conducted when adjustments are required and professional learning is scheduled and provided - Data is derived from the School Staff Survey, Attitudes to School Survey, NAPLAN, PAT R and PAT M linear and accessed using Panorama and other assessment platforms - Impact is assessed during AIP reviews using SPOT and School Review against FISO 2.0 	Leadership Team	
Curriculum Areas	<ul style="list-style-type: none"> - Review is aligned to SSP and AIP priority areas - Review is conducted through scheduled SIT and Leadership Meetings - Learning Specialists attend Community of Practice and engage in ongoing professional learning regarding best practice to determine school-wide approaches - Staff consultation is conducted when adjustments are required and professional learning is scheduled and provided - Focus areas are identified and targeted interventions are developed through PLC meetings - Data is derived from NAPLAN, PAT R and PAT M linear and accessed using other assessment platforms - Impact is assessed during AIP reviews using SPOT 	School Improvement Team Literacy and Numeracy Learning Specialists	Annually
Year levels	<ul style="list-style-type: none"> - Review conducted on scheduled planning days to develop curriculum sequence for the following term, including curriculum areas outside of Literacy and Numeracy - Learning Specialists can attend if required and as needed 	Year Level Coordinators Literacy and Numeracy Learning Specialists	Termly

	<ul style="list-style-type: none"> - Whole school approaches to planning documentation and process are utilised - Focus areas are identified and targeted interventions are developed through PLC meetings - Data is derived from assessments listed on the assessment schedule for the term in question, including assessments such as PAT R and PAT M linear 		
Units and lessons	<ul style="list-style-type: none"> - Level meetings are scheduled weekly, drawing from whole school approaches to planning documentation and data discussion - Learning Specialists can attend if required and as needed - Data is derived from assessments listed on the assessment schedule for the term in question, including assessments such as PAT R and PAT M linear - Impact is measured through pre-assessment and post-assessment to ascertain student growth 	<p>Year Level Coordinators</p> <p>Literacy and Numeracy Learning Specialists</p>	Weekly

Review of teaching practice

Bonbeach 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:
 - Year Level Scope and Sequence Documents
 - Unit and Term Planning Documentation
 - The Whole School Assessment Schedule
 - The weekly Teaching Program

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2024
Approved by	Ken Jones
Next scheduled review date	July 2027