

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Bellbrae PS on 52612660 or email bellbraeps@education.vic.gov.au

PURPOSE

The core purpose of Bellbrae Primary School is to provide a comprehensive curriculum that supports the achievement of our school vision statement *to develop a respectful community of critical thinkers and innovative learners*. The delivery of the curriculum is underpinned by our school values of Respect, Responsibility, Resilience and Aspire.

SCOPE

This policy applies to all staff including casual relief staff.

POLICY

Curriculum covers all arrangements the school makes for students' development and learning. Anglesea Primary School aims to increase student achievement, engagement and wellbeing by focusing on meeting the personalized learning needs of our students.

The school delivers the Victorian Curriculum with a strong focus on English and Mathematics, as well as the other areas including The Arts, Health and Physical Education, The Humanities, Languages, Science and Technologies. Interdisciplinary, personal and social capabilities are addressed within these curriculum areas and supported by a range of camps, excursions, incursions and interschool initiatives.

Our teachers work in teams across levels to ensure the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy and Numeracy support and extension, the tutoring program, the placement of Education Support Staff, the development of individual learning plans and modified programs for individual students provide additional support when needed.

The school structure includes a Leadership team made up of the principal, assistant principal, two learning specialists and two teaching and learning coaches support teachers to focus on school improvement priorities outlined within the School Strategic Plan and Annual Implementation Plans, along with Professional Learning Communities that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

CURRICULUM GUIDELINES

Bellbrae Primary School will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan.

Our school will comply with all DET guidelines about the length of student instruction time required in Victorian Government schools.

The Victorian Curriculum F-10 specifies the skills children and young people need for success in work and life. Curriculum areas include Learning Areas and Capabilities:

Learning areas	Capabilities
The Arts Dance Drama Media Arts Music Visual Arts Visual Communication Design	Critical and Creative Thinking
English	Ethical
Health and Physical Education	Intercultural
The Humanities Civics and Citizenship Economics and Business Geography History	Personal and Social
Languages	
Mathematics	
Science	
Technologies Design and Technologies Digital Technologies	

PROGRAM OVERVIEW

Program Development

Bellbrae Primary School will provide a variety of programs that address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness, indigenous background and students from language backgrounds other than English.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week. The school will implement the Framework for Improving Student Outcomes (FISO) which provides a model for continuous school improvement and uses the following four critical phases:

- o Evaluate and diagnose
- o Prioritise and set goals

- o Develop a plan
- o Implement and monitor

Program Implementation

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation and common templates will be used.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET’s School Policy & Advisory Guide ‘Using Digital Technologies to Support Learning and Teaching’ and the school’s own Digital Learning policy.

The curriculum will be implemented in accordance with the school’s Time Allocation per Learning Area as outlined below.

The curriculum is based on the Victorian Curriculum (Foundation to Year 10). The timetable is structured on a weekly basis. The current school timetable is structured into 60 minute sessions. The breakdown of the weekly cycle is as follows:

Weekly Time Allocations per Learning Area Foundation – Year 6	
Learning Area	Hours per week
English	10.5
Maths	5
Inquiry Learning including - Science - Humanities - Technologies - STEM Program	3
Languages (Indonesian)	1.5
Health and Physical Education	2
The Arts (Visual and Performing)	1
Wellbeing (including School Wide Positive Behaviours and Respectful Relationships)	2
Total	25
Additional school programs that operate within this structure	
Weekly Assembly, Buddies, Library, Community Circles, Responsible Pet Ownership, Cyber safety, Bike Ed, Beach Safety and Awareness, Inter-school Athletics, Life Education, Gymnastics, Swimming Program, Camps and Incursions / Excursions	

Curriculum and Teaching Practice Review

Bellbrae Primary School’s curriculum will be audited and reviewed on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school’s leadership team will oversee teacher practice and work to create a culture of learning, collaboration and

continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

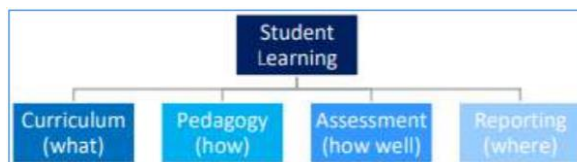
At Bellbrae Primary School the School Leadership Team comprises of the Principal, Assistant Principal, two Learning Specialists and two Teaching and Learning Coaches. The School Leadership team works to provide professional learning opportunities, modelling of best teaching practise, classroom observations and feedback in order to ensure that all staff are delivering consistent teaching and learning programs based on evidence based and innovative approaches.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching. Bellbrae Primary School implements Professional Learning Communities to support teachers to utilise student learning data to reflect upon and improve their teaching practice.

STUDENT LEARNING OUTCOMES STATEMENT

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.



Curriculum defines what it is that students should learn, and the associated progression or continuum of learning. Bellbrae Primary School follows the Victorian Curriculum F-10, including Levels A,B,C,D towards Foundation for individual students.

Pedagogy describes how students will be taught and supported to learn

Assessment identifies how well a student has (or has not) learnt specified content. Teachers follow the Anglesea Primary School Assessment Schedule which is reviewed annually.

Reporting explains to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to achievement standards).

The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.

Data Collection:

Bellbrae Primary School will continuously monitor student outcomes using a variety of assessment strategies and tools that include:

NAPLAN
English Online Interview
Mathematics Online Interview
PAT Mathematics
PAT Reading
Essential Assessment (Pre and Post)
DIBELS

Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

Data analysis:

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plans.

The School Leadership Team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The principal, in consultation with teachers, will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

Professional Learning Communities (PLCs) will track cohort and individual data to also identify teaching and learning areas that require further focus.

Data will be used to determine student support options for those at risk, which may include developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

Data will also be used to identify students working above the expected level and to determine school actions or programs that could challenge, extend and meet student needs.

Data and Achievement Reporting:

Data will be reported in different ways according to the audience.

For Students: Feedback will be given about current learning and areas for future learning.

For Staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and electronic student work samples or learning tasks will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.

For Community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website. The annual report to the school community is shared at a school council meeting each year.

FURTHER INFORMATION AND RESOURCES

- DET School Policy and Advisory Guide:
 - *Curriculum*
 - *Assessment*
 - *Framework for Improving Student Outcomes*
 - *Using Digital Technologies to Support Learning and Teaching*
 - *Student Wellbeing and Learning*

- *Students with Disabilities*
- *Koorie Education*

- VCAA Revised Curriculum Planning and Reporting Guidelines
- School Assessment Schedule

REVIEW CYCLE AND EVALUATION

This policy was last updated in February 2022 and is scheduled for review in February 2025.

* As the Principal is responsible for the development of Teaching and Learning Programs, approval of this policy by School Council is not required. (Refer to School Governance Modules)