BELL PARK NORTH
CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Bell Park North 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 F-6 curriculum plans.

OVERVIEW

Bell Park North 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.

Bell Park North 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
- Bell Park North Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- Bell Park North Primary School will comply with all DOE guidelines about the length of student instruction time required in Victorian schools.
- There is a broad offering of programs designed to enhance effective learning for the 21st century.
- The Department of Education and Training and Bell Park North Primary School place a high priority on the teaching of all Disciplines within the Victorian Curriculum and the capabilities embedded within them.
- Preparing young people for their transitional stages from kindergarten to secondary will be a critical element of curriculum planning.

"Bell Park North 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. Our school encourages students to strive for excellence in all of their endeavours. At Bell Park North 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 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 homework that enhances classroom learning and undertake a range of student assessment and reporting activities."

IMPLEMENTATION

Bell Park North Primary School implements its curriculum by determining the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum areas when determining programs for the following school year.

To facilitate this implementation, course handbooks, assessment criteria and record keeping documentation and proformas will be produced that reflect the Vic Curriculum.

The DoE and Bell Park North Primary School requirements related to the teaching of all Disciplines within the Victorian Curriculum will continue to be implemented. At Bell Park North Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60 minute sessions.

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 curriculum planners.

Language provision

Bell Park North Primary School will deliver Japanese as a Language Other than English. In Japanese, students have an opportunity to reflect, compare and contrast intercultural exchanges, and cultural and linguistic differences. Students reflect on and get to know their own and the Japanese culture to develop skills about how to work between, and across both. The language program focuses on students' language acquisition as mandated within the Victorian Curriculum, under the two strands 'Communicating' and 'Understanding'. Language, culture and identity are closely interrelated and involved in the shaping and expression of each other. Cultural understanding is an important aspect of any language program.

Pedagogy

The pedagogical approach at Bell Park North Primary is that students at our school will be taught and supported to learn through a combination of common and subject-specific high impact teaching and learning strategies. Teachers will implement Bell Park North Primary School lesson structures in Reading, Writing and Mathematics to deliver quality teaching and learning programs, whilst also using a variety of methods such as inquiry-based learning, cooperative group work, direct instruction, and project-based learning to engage students and cater to their individual learning needs.

In addition, teachers will provide ongoing formative assessment and feedback to guide students in their learning journey and help them achieve mastery of key concepts and skills. Our pedagogical approach will focus on fostering a growth mindset, critical thinking, creativity, collaboration, and communication skills to prepare students for success in the 21st century.

Assessment

Bell Park North Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Bell Park North 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.

Assessment is the key component that allows us to effectively differentiate the curriculum, personalise learning and deliver the curriculum to a student's zone of proximal development. At Bell Park North Primary we believe that the best assessment is ongoing, relevant and authentic. The guidance tab on the Assessment of Student Achievement and Progress Foundation to 10 policy provides support to develop this approach.

- *Teachers at Bell Park North 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 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.*
- *Bell Park North Primary School will develop Individual Education Plans (IEPs) for all students*
- *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

Bell Park North Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Bell Park North 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.

Bell Park North Primary School implements the Reporting Student Achievement and Progress Foundation to 10 policy, and welcomes both formal and informal discussions with parents and carers regarding student progress.

The twice-yearly academic report will be written and made accessible in digital form on the COMPASS platform for parents/carers, with the option to translate text from English to another language, to cater to our school community.

- *Bell Park North 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, 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).*
- *Bell Park North Primary School 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.

In addition to the twice-yearly academic report, Bell Park North Primary School reports on student's academic and educational experiences each term through '*Learning Tasks*' on the COMPASS platform.

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

The staff will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school-based testing and teacher judgments based on learning outcomes in the Victorian Curriculum.

Every year our school will do an audit of the curriculum. This will enable professional learning teams to see which Learning Areas, Capabilities, Standards, Strands, Sub-strands and Levels of the Vic Curriculum are currently being addressed. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DoE, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole School	● F-2 PLC and 3-6 PLC meetings. ● Year Level PLC ● Whole school staff meetings ● Tools: ○ Moderation ○ IEP's ○ Vic Curriculum data ○ F&P data ○ PAT testing ● SLIP and TDP	All Staff	Termly
Curriculum Areas	● Annual Planner ● Term overviews ● Assessments	All Staff	● Termly ● Annually
Year Levels	● Weekly planning during APT and PLC's ● Assessments ● Student Learning Improvement Plan ● Team Development Plan	Year Level Teams	Weekly
Units and Lessons	● Weekly planning in PLCs ● Differentiation and adjustments on individual work programs	All Staff	Weekly

Review of teaching practice

Bell Park North 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

Bell Park North:

- Reading Lesson Structure
- Writing Structure
- Mathematics Structure
- BPN-Vic Curriculum Hours Overview

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	19/04/2024
Approved by	Anthea Lagadinos 19/04/2024
Next scheduled review date	2028