



Curriculum Framework Policy

BANYULE PRIMARY SCHOOL



Help for non-English speakers

If you need help to understand the information in this policy please contact the school administration team on 03 9459 0732 or banyule.ps@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Banyule 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/carers.

This Curriculum Framework Policy should be read alongside our whole school curriculum plans including our **Curriculum Framework Documents and Teaching and Learning Handbook**.

OVERVIEW

Banyule 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.

Banyule 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/carers 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](#)

POLICY STATEMENT

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Banyule Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum.

CURRICULUM GUIDELINES

Banyule Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Banyule Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. 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. Banyule Primary School offers a broad range of programs based on Victorian Curriculum Learning Areas and Capabilities to meet the diverse needs and demands of students from Foundation to Year 6. 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 includes the use technology to assist in student learning. To support the delivery of the curriculum at Banyule Primary School we access and select a wide range of suitable educational resources and undertake a range of student assessment and reporting activities. Banyule Primary School places a high priority on the teaching of Literacy and Numeracy. Students are challenged and supported to achieve success in these areas.

Banyule Primary School will comply with all Department of Education (DE) guidelines about the length of student instruction time required in Victorian schools as well as mandated curriculum areas.

IMPLEMENTATION

Banyule Primary School implements its curriculum over 5 instructional sessions per day. This includes a core specialist program consisting of Performing Arts, Visual Arts (3-6), LOTE (Chinese), Physical Education and STEAM (P-2). All other subject areas are taught by each designated classroom teacher. At Banyule Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5, 60-minute sessions.

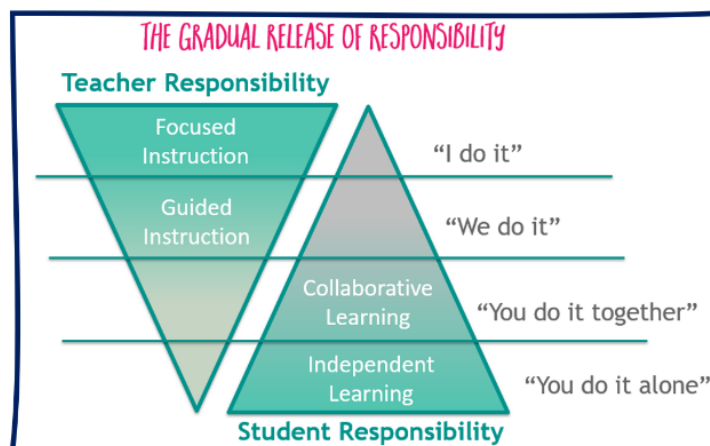
Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, **Curriculum Framework Documents and Teaching and Learning Handbook**.

Language provision

Banyule Primary School will deliver Chinese (Mandarin) as a Language, based on feedback and then consultation with our school community and our School Governing Body.

Pedagogy/Teaching and Learning Model

Our whole school approach to teaching and learning is based on the Gradual Release of Responsibility model (Pearson & Gallagher, 1983). This model is a particular style of teaching which is a structured method of pedagogy framed around a process transferring responsibility within the learning process from the teacher to the eventual independence of the learner. The Gradual Release of Responsibility is characterised by a sequence of learning that shifts the learning responsibility from the teacher to the student. The goal of this approach is autonomy and efficacy on the part of the student and the ability to transfer understanding on their own.



Our Instructional models are evidence based and integrate the High Impact Teaching Strategies. These models will be consistently implemented across all year levels at Banyule Primary School. Further documentation on each Instructional model and supporting resources can be found in the Teaching and Learning Handbook.

Integrated Curriculum

Banyule Primary School have developed a scope and sequence for P-6 which includes units of work derived from learning areas; Science, Health, Humanities, Design Technology, and the Capabilities. Topics are delivered using an 'inquiry' approach.

Further details regarding Banyule Primary School's Inquiry units can be found in Banyule Primary School's Curriculum Planner Documents.

Assessment

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

Students at Banyule 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. Student learning is assessed according to the Victorian Curriculum through informal and formal methods in line with Banyule Primary School's Assessment Schedule. Whether collecting formative or summative assessment, teachers must have sufficient proof of learning progress. Teachers obtain data from multiple sources to ensure there is sufficient evidence collected, to most accurately evaluate student learning. This is evidenced in our Whole School Assessment Schedule.

- *Teachers at Banyule 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/carers 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.

- Banyule Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Aboriginal and Torres Strait Islander students and students in 'Out of Home' care, in consultation with students, parents/carers 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.
- 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

Banyule Primary School reports student progress to parents/carers in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Banyule 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 the end of Term 2 and Term 4. An opportunity is also provided to families to discuss the school report with teachers and/or school leaders. A 3-way conference is held in the middle of the school year to discuss student progress and future goals. Interpreting services will be made available where required.

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.

- Banyule 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).
- Banyule Primary School will use 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.

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

- At Banyule Primary School, the Improvement Cycle is used during Professional Learning Community and Vertical Team meetings as well as the development and implementation of our Strategic Plan and Annual Implementation Plans.
- The School Strategic Plan and Annual Implementation Plan will provide a focus for improved student learning. This focus will be reflected in curriculum planning documents and staff performance plans.

- Banyule Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- The scope and sequence of the program will be planned and documented at a whole school level, year level and classroom level.
- The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery in accordance with DE policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- The school will provide at least 25 hours student instruction per week.

Curriculum Time Allocations (Hours per year)

		Levels Prep-2	Levels 3 and 4	Levels 5 and 6
	English	400	400	400
	Mathematics	200	200	200
	Visual Art	40	40	40
	Performing Arts	40	40	40
	Languages	40	40	40
	Physical Education	100	120	120
Integrated Studies	Health	180	160	160
	Personal and Social Learning			
	Critical and Creative Thinking			
	Ethical Capability			
	Intercultural Capability			
	Science			
	History			
	Geography			
	Civics and Citizenship			
	Design and Technology			
	Digital Technologies			
	Economics and Business	N/A	N/A	

Program Implementation

- Curriculum Plans will be developed annually by teaching teams for all year levels. Plans will be mapped annually to the Victorian Curriculum.
- Summaries of the content covered each term will be sent home in a newsletter at the beginning of each term to keep parents/carers informed.
- The English and Maths Curriculum will be explicitly taught as standalone subject areas.
- The Performing Arts, Visual Arts, Physical Education and Languages curriculum program will be delivered by specialist teachers.
- All other areas of the Victorian Curriculum will be integrated, and delivered in classrooms through an Inquiry approach.
- The DE requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.
- The use of Digital Technologies will also be integrated across the curriculum to support the improvement of learning outcomes and adhere to DE's School Policy & Advisory Guide and the school's own endorsed policy.

Program Evaluation and Review

- The School Improvement Team (SIT) will meet regularly to track whole school data and identify potential curriculum areas that require focus.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DE, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.
- Curriculum Leaders will review program delivery annually through the Improvement and Data Vertical Teams Vertical and provide feedback and recommendations to the leadership team.

Review of teaching practice

Banyule 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.

Student Wellbeing and Learning

Banyule Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students and will:

- Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- Provide a flexible, relevant, inclusive and appropriate curriculum
- Accommodate student developmental needs within the Victorian Curriculum Framework Standards stages of schooling.

Diversity and Inclusion

Students with Disabilities

The Department of Education and Training and Banyule Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Banyule Primary School will liaise with DE to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Aboriginal and Torres Strait Islander Education

Banyule Primary School is committed to providing culturally appropriate and inclusive programs to Aboriginal and Torres Strait Islander students by implementing initiatives and programs that meet student needs and in partnership with the Aboriginal and Torres Strait Islander community when appropriate.

Extra-Curricular and Enrichment Programs

Banyule Primary School offers a range of extra-curricular programs throughout the year that aim to enhance learning and engage students by providing a variety of different experiences. These include programs such as:

instrumental music, camps and excursions, incursions, lunch clubs, student led activities, sporting programs, clinics. interschool sports, wellbeing programs such as Peaceful Kids and URSTRONG and support programs in core curriculum.

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::
 - whole school curriculum documents – whole school and year level
 - Banyule Primary School’s Teaching and Learning handbook
 - Whole school inquiry cycle
 - Teaching and learning program for each year level
 - Unit plans/sequence of lessons – team and individual classroom planners

COMMUNICATION

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

- Available publicly on our school’s website
- Included in staff induction processes and staff training
- Discussed at start of year annual staff briefings/meetings
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Approved by	Principal
Next scheduled review date	March 2028 – the recommended review cycle for this policy is 3 to 4 years