



Bona Vista Primary School

Curriculum Framework

PURPOSE

The purpose of this framework is to outline Bona Vista 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 plans.

OVERVIEW

Bona Vista 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.

Bona Vista 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](#)

Bona Vista Primary School is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

POLICY

The curriculum at Bona Vista Primary School 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. Bona Vista 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 inclusive curriculum.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake Science
 - Foundation- Grade 2 across a 2 year period
 - Grade 3-6 each year

- All students undertake year-long programs in Humanities
 - Foundation- Grade 2 history and geography
 - Grade 3-6 history, geography, citizens and citizenship, economics and business
- All students undertake all Art disciplines (Dance, Drama, Music, Media arts, Visual arts) across a 2 year period,
- All students undertake year-long programs in technology disciplines (design and technologies, digital technologies) across a 2 year period,
- All students undertake a year-long program in a language (Auslan)

At Bona Vista Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 2 x 2hour sessions and 1 x 1hour session. A breakdown of time allocated to each learning area is documented below:

Subject	Description	Junior (F-2)	Senior (3-6)
English/ Literacy	English learning will encompass the modes of Reading and Viewing, Writing including spelling and handwriting, and Speaking and Listening as outlined in the Victorian Curriculum.	10 hours per week	
Mathematics/ Numeracy	Mathematics teaching will encompass the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum.	5 hours per week	
Languages	An Auslan language program is delivered across all year levels by a qualified teacher.	1 hour per week	
Health & Physical Education	All students participate in a weekly specialist PE session. Additionally, Sporting School Coaches run 4-6 sessions per term on a specific sport including swimming, basketball and tennis.	2 hours per week Includes sporting schools program and other sport programs (ie. Athletics)	
The Arts (Dance, Drama, Music, Media arts and Visual arts)	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally.	1 hour of Visual Art per week 1 hours of Performing Arts per week + performance	
Humanities (History, Geography, Civics and Citizenship and Economics and Business)	The Humanities provide a framework for students to examine the complex processes that have shaped the modern world. Humanities is taught through a thematic approach.	1 hour per week of either History or Geography	1 hour per week of either History, Geography, Civics & Citizenship or Economics & Business
Science (chemical, biological, physical, earth and space, science as a human endeavour)	The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.	1 hour per week in term 1 & 4 includes Sustainability	1 hour per week includes Sustainability

Wellbeing (RRRR, social skills, Secret Agent Society)	Wellbeing is embedded in all learning experiences through the alignment of student welfare and curriculum policies, positive education philosophy and creating an educational environment and curriculum that is inclusive and meaningful to all students.	1 hour per week + embedded across the curriculum
The Technologies (Design and Technologies, Digital Technologies)	In Technologies students use design thinking and technologies to generate and produce design solutions.	Embedded across the curriculum
The Capabilities (Critical and creative thinking, personal and social, ethical and intercultural)	The Capabilities include Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capabilities. These Capabilities will be embedded across the whole school curriculum	Embedded across the curriculum
Additional school programs that operate within this Structure:		
Weekly MARC Van lessons, Weekly Assembly, Incursions / Excursions, Inter-School Sports, Cross-country, Athletics, Swimming Program & Swimming Sports, Camps, Secondary School Orientation Program, Sexuality Education		

Language provision

Bona Vista Primary School will deliver Auslan as a Language. Auslan (Australian sign language) is the language of the Australian deaf community. Learning Auslan provides students with the opportunity to engage meaningfully with a different language and culture whilst also learning more about their own language and culture. In supporting our focus on student success skills, this intercultural learning is vital to the ever-changing society in which we live.

Pedagogy

Bona Vista Primary School provides a student-centred learning environment where students feel safe to be risk takers that fosters critical thinking. Student engagement is real at Bona Vista Primary School. Students are involved in learning that is meaningful, exciting, innovative and at their point of need. The teaching team works together to develop curriculum plans that cater for all students. Students at Bona Vista are taught how to be confident, resilient and cooperative learners, encouraged to show initiative and respond positively within the communities they find themselves learning and working in.

The pedagogical approach at Bona Vista Primary School:

- Is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning
- Is informed by the Practice Principles and High Impact Teaching Strategies
- Is outcome focused- use of formative and summative assessment
- Encompasses student wellbeing
- Is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation
- Provides opportunities for students to think, reflect and become independent, resourceful, adaptable learners
- Utilises a range of learning styles and approaches
- Provides opportunities for student voice and agency

Assessment

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

Bona Vista Primary School staff use agreed assessment data sets to identify each child's level of ability in all curriculum areas and use this data to plan appropriate and specific learning activities. Staff work collaboratively to build knowledge of different types of assessment- formative and summative through professional learning and use improved practices to monitor student achievement.

- Teachers at Bona Vista 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 Assessment Schedule. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, work samples, 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
- Bona Vista 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
- 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

Bona Vista Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Bona Vista 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 Bona Vista Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher meetings are conducted in terms 1 and Student Led Conferences in term 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

Learning will be reported in different ways according to the audience. For students: Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact. For staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey. For parents: student reports, parent/ teacher meetings and student led conferences will provide an opportunity for students and teachers to provide feedback regarding student achievement. For community: Student learning outcomes data will be reported in the Annual Report to the School Community.

The progress report will be in a written format easy for parents/carers to understand and will be accessible in both soft and hard form with the option to translate text from English to another language, to cater to our school community.

- Bona Vista Primary School will report directly against the Victorian Curriculum F-10 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)
- Bona Vista Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum

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. Whole school curriculum documents are visited annually to ensure their validity. Termly and weekly level planning is reviewed as its name suggests. Consistent template use is visible across the school, to ensure consistency in its presentation and detail, supporting teachers to be able to adapt documents to their current contexts.

Victorian Curriculum

Purpose: The Victorian Curriculum is the common set of knowledge and skills required by students for lifelong learning, social development and active and informed citizenship. Resources and supporting information can be found on the 'Foundation–10 Curriculum' section on the [VCAA website](#). For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the [Quick Guide](#)

Yearly Overviews

Purpose: To ensure that the essential content that students need to know, understand, and be able to do in order to reach the achievement standards as outlined in the VC.

Consistency Protocols

- Addresses key curriculum areas
- Brief overview of the content / concepts to be covered across each term - showing connections between domains - completed beginning of the school year.
- Informs assessment and reporting

Term Planners

Purpose: To ensure that the curriculum is guaranteed and viable for all students in the domains of English, Mathematics, Social and Emotional Learning and Integrated Studies.

Consistency Protocols

- Completed during planning time for the term ahead
- Victorian Curriculum - below / at / above the levels being taught
- Divided into units of work for each term showing a timeline for implementation of each unit of work - revised and monitored each term

Individual Teacher Work Programs

Purpose: To document daily classroom instruction and ensure that the instruction is tailored to meet individual student needs in line with BVPS Instructional Model and Victorian Teaching and Learning Model (VTLM).

Consistency Protocols

- Learning Intentions and Success Criteria for whole class lessons
- Each unit of work will include suggested learning tasks that utilise the High Impact Teaching Strategies
- Grouping of students for small group instruction
- Documents planning for ES staff and the implementation of IEP goals

Bona Vista Primary School reviews teaching practice via:

- the School Improvement Team/ 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 school will utilise the DET policy guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching.
- 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. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan (AIP) and the Australian Institute of Teaching and School Leadership (AITSL) standards.

Professional Learning Communities (PLC)

Bona Vista 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 Bona Vista 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.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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](#)
- [Holocaust Education](#)
- [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Approved by	Principal
Next scheduled review date	Before July 2027