
Curriculum Frameworks Policy

PURPOSE

The purpose of this framework is to outline Bittern 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, year/term level and unit/lesson curriculum plans.

OVERVIEW

Bittern 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.

Bittern Primary School is committed to implement a dynamic curriculum program that:

- is outcome focused.
- is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning.
- 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 and adaptable learners.
- enables students to interact with other students and the wider community.
- is compliant with Department of Education and Training (DET) policies and based on the Victorian Curriculum. Refer to: <https://victoriancurriculum.vcaa.vic.edu.au/>

Bittern Primary School is also 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](#)
- [Holocaust Education – Delivery Requirements](#)

School Vision

Bittern Primary School's vision is to create a dynamic community partnership fostering lifelong learners enabled by the skills, values and attitudes necessary for success in a changing world. Our Motto is 'Enabling success in a changing world'.

School Values

Equality: We model and encourage fairness, openness, honesty, loyalty and integrity.

Kindness: We model and demonstrate kindness and take every opportunity to help others in need.

Knowledge: We gain understanding and awareness through experience, education and learning.

Leadership: We work together to achieve our goals and have high expectations

Bittern Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We are dedicated to fostering lifelong learning through a welcoming and supportive environment where diversity is both valued and celebrated. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our forward-thinking curriculum and commitment to excellence create a dynamic learning atmosphere that motivates and challenges students to reach their full potential and contribute positively to society. We encourage students to pursue excellence in all their endeavors.

Our 21st-century curriculum offers students opportunities to deeply understand various concepts throughout their education. It is designed and delivered in a sequential manner, giving students a voice in their learning journey. This curriculum aims to enhance critical thinking and social skills, engage with the broader community, and integrate technological tools to support student education. To effectively deliver this curriculum, we utilize a wide range of educational resources and conduct various assessments and reporting activities.

IMPLEMENTATION

Bittern Primary School is committed to implementing the Victorian Curriculum across all year levels by providing a sequential learning program that delivers an inclusive curriculum to all students. An increasing sense of student voice and agency is fostered, and we have high expectations of all students. Students uphold our school values of Kindness, Equality, Leadership and Knowledge. Class time is structured into a weekly timetable with 5 hours of learning per day. This timetable is divided into 5 x 60-minute sessions.

Pedagogy

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 their endeavours. 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 and undertake a range of student assessment and reporting activities.

Bittern Primary School has a strong focus on Literacy and Numeracy. In addition to Literacy and Numeracy our scope and sequence addresses the curriculum areas of Humanities, Science, Technologies, Civics and Citizenship, Health and Wellbeing. Specialist teachers provide teaching programs for Physical Education, Visual Arts, Performing Arts and LOTE (Auslan).

Interdisciplinary, personal and social capabilities are taught across the curriculum and by implementing the Resilience, Rights and Respectful Relationships Program. Camps, incursions and excursions also support our teaching programs. The school's TLI Intervention program, placement of Education Support staff, and modified programs (Hands on Learning) provide additional support for our students when needed.

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 is provided in our whole school, curriculum area, year level and unit / lesson curriculum plans.

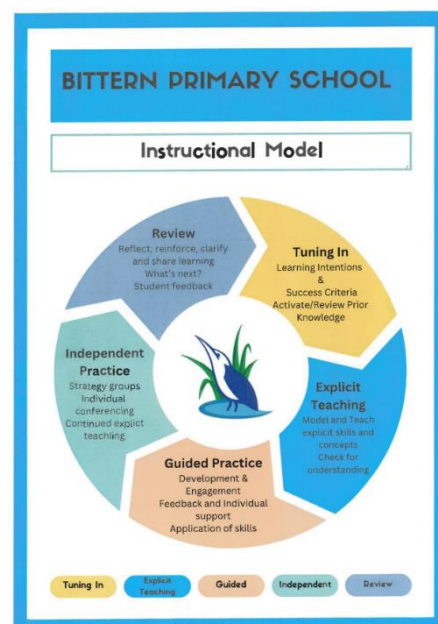
The following table provides the timetabled number of hours allocated for the Victorian Curriculum learning domains at our school.

LEARNING SESSIONS	Minimum Tabled Hours
English	10
Mathematics	5
Humanities	1-2
Technologies	1
Health/Sport/PE	1-2
The Arts (Visual Arts and Performing Arts)	2
LOTE (AUSLAN)	1
Social/Emotional Wellbeing	1
Assembly/School Values	1

The pedagogical approach used at Bittern Primary School is informed by our school's Instructional Model (see diagram)

It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. Teachers build professional skills and knowledge around these concepts to continuously enhance their practice and improve student learning. Developing expertise across those essential interrelated components build practice excellence.

When planning, the teachers at Bittern Primary School collaborate to consider the following elements as part of their planning, classroom practice and reflection. This work is informed by the Victorian Teaching and Learning Model (VTLM 2.0) Refer to Diagram.



We teach in accordance with FISO 2.0 and ensure that the High Impact Wellbeing Strategies (HIWS) are also met by our Tier 1, Tier 2 and Tier 3 wellbeing programs (refer to our student wellbeing policy)

Assessment

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

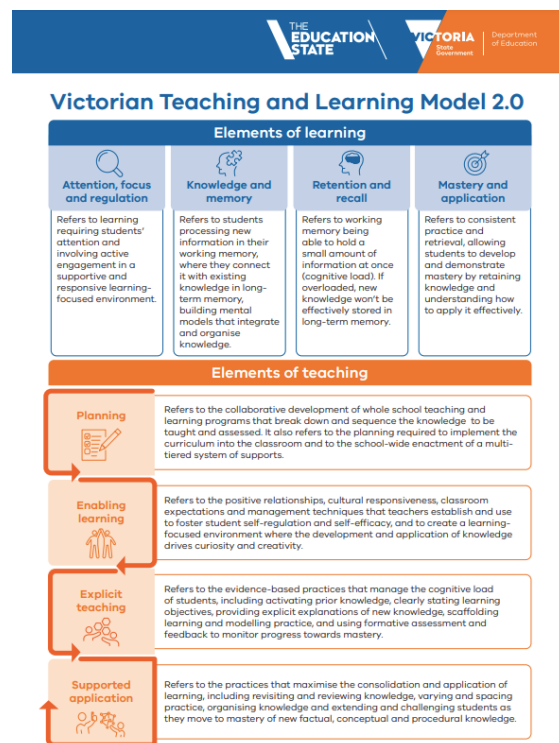
Students at Bittern Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Teachers at Bittern 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.
- Bittern 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

Bittern Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Bittern 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 Bittern Primary School our formal school reports 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.



- Bittern 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).
- Bittern 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.

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 review/planning	Process and data used	Responsibility	Timeframe
Whole school	Staff/PLC meetings AIP, SSP, PAT data, NAPLAN data	All teaching staff SIT team	Biannual
Curriculum Areas	Year Level teams review and develop overview Scope and Sequence for the year Victorian Curriculum F-10 Data: NAPLAN Benchmark growth	Year level teams/ PLC	Yearly
Year levels	Victorian Curriculum F-10 FISO Inquiry Cycle Whole School Term/Weekly Planners Data: Pre/Post testing Student feedback	Year level teams and individual teachers	Weekly/Daily
Units and lessons	Post tests Student feedback Victorian Curriculum F – 10 Pre/Post test data	All teaching staff	Weekly/Daily

Review of teaching practice

- 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.

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 \(FISO 2.0\)](#)
- [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	August 1 st , 2024. with staff consultation
Policy reviewer	Principal
Next schedule review date	August 2026