



A School With A View

CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy, please contact the office on 9729 2614.

PURPOSE

The purpose of this framework is to outline Boronia Heights 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, curriculum area, year level and classroom curriculum plans.

OVERVIEW

Boronia Heights 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.

Boronia Heights 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](#)

Boronia Heights Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy, in accordance with the Victorian Curriculum. Curriculum initiatives include the Australian CAFÉ program, the 6 plus 1 Traits of Writing (VOICES), the synthetic phonics program Jolly Learning, and the Berry Street Education Model for engagement, resilience and meeting the complex needs of today's children. In addition to the comprehensive classroom programs offered in literacy and numeracy, our Inquiry curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (German), Visual Arts, Music and STEAM. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions, as well as, providing opportunities for students to participate in a wide variety of extra-curricular activities.

IMPLEMENTATION

Boronia Heights Primary School implements its teaching and learning plan across levels to ensure scope and sequence and curriculum coverage is monitored across the school. Teaching and learning teams, known as Curriculum Action Teams (CATs), are currently responsible for core curriculum development and delivery in literacy, numeracy and wellbeing. Specialist programs from Prep to Year 6 are delivered for Physical Education, Language (German), Visual Arts, Music and STEAM. Supportive curriculum initiatives and programs include Literacy tutoring (TLI) and Mathematics Support (Quick Smart) and Extension.

At Boronia Heights Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 3 100-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 area, year level and unit / classroom plans. These include both plans structured by bands of schooling and plans structured to support integrated teaching models]

Language provision

Boronia Heights Primary School will deliver German as a Language, based on the history of German settlement in the Knox area. Local secondary schools offer German as a language, thereby giving our students the opportunity to continue the language beyond primary school.

Pedagogy

At Boronia Heights Primary School, we are committed to providing a high-quality education that empowers students to thrive and succeed. In line with the FISO 2.0 model and drawing upon the High Impact Teaching Strategies practiced in Victorian schools, we have developed a comprehensive approach to teaching and supporting our students' learning journey.

Our instructional practices are grounded in the High Impact Teaching Strategies, which have been proven to enhance student engagement, deepen understanding, and promote critical thinking. Our teachers employ a range of evidence-based strategies, such as explicit teaching, collaborative learning, formative assessment, feedback, and differentiation, to cater to the diverse needs of our students.

In alignment with the FISO 2.0 model, we foster a supportive and inclusive learning environment that promotes student agency and well-being. We believe in empowering students to take ownership of their learning by setting clear learning goals and providing them with the necessary tools and resources to achieve success.

Assessment

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

Students at Boronia Heights 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.

Our teachers are well-versed in using data and evidence to inform their instructional decisions. Through ongoing assessment and regular feedback, we monitor student progress and adjust our teaching strategies to meet individual learning needs. This data-driven approach allows us to identify areas of growth, celebrate achievements, and provide timely interventions to support students who may require additional assistance.

Teachers at Boronia Heights 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 Curriculum Planners. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-parent-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.

Boronia Heights 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' using the ABLES reporting tool 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

Boronia Heights Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Boronia Heights Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers including our schedule of continuous reporting (two or three times per term) and twice-annual formal reporting.

At Boronia Heights Primary School uses the online student management tool, Compass, for reporting progress to parents. 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.

- Boronia Heights 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).
- Boronia Heights 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.

Student-parent-teacher interviews, known as three-way conferences, 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 teaching practice

Boronia Heights 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

- 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2023
Approved by	Mathew Anderton
Next scheduled review date	June 2027