



CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand this policy, please contact any of the Assistant Principals at Bacchus Marsh Primary School

PURPOSE

The purpose of this policy is to outline Bacchus Marsh Primary School 's curriculum framework including:

- a curriculum plan showing how the eight learning areas will be substantially addressed and how the curriculum will be organised and implemented
- an explanation of how and when the curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum.

DEFINITIONS

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.

CHILD SAFETY

Bacchus Marsh Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that curriculum and assessment practices are developed inclusively to meet the needs of all students.

POLICY IMPLEMENTATION

Bacchus Primary School will provide a student-centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way.

Curriculum Development

Bacchus Marsh Primary School 's school curriculum implements the Victorian Curriculum. All students have the right to access curriculum which addresses their academic, physical and social needs. The school is responsible for curriculum delivery and design. Curriculum documents are available to staff and parents/carers. Where applicable, Bacchus Marsh Primary School will provide a variety of programs and interventions 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. This includes:

- a. An Individual Learning Plan for each student academically 18 months above or below expected level, outlining in detail the students' learning goals.
- b. The development of Attendance Plans for students whose attendance falls below acceptable levels – at 80%
- c. A Behaviour Support Plan to develop strategies for students experiencing behavioural difficulties.

Bacchus Marsh Primary School curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content and understandings, 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.

Bacchus Primary School will ensure that the curriculum meets the minimum standards with:

- **A time allocation per each of the eight learning areas as defined by the Victorian Curriculum**
- **An explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An outline of how the school will deliver its curriculum** - found in the Bacchus Marsh Primary School scope and sequence documents.
- **A whole school sequential and scaffolded curriculum**
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

Bacchus Marsh Primary School - Curriculum Time Allocations		
Subject	Year Level	Time Allocation per week
English	F-6	10 hours
Maths	F-6	5 hours
Library	F-6	30 minutes
Visual Arts & PA	F-6	45 minutes
Health and PE	F-6	45 minutes
Science	F-6	45 minutes
Design Technology	F-6	45 minutes
LOTE (Chinese)	F-6	45minutes
Inquiry	F-6	180 minutes
Kitchen Garden programme	F-6	Offered at various times through the year
		25 hours available

Literacy

Bacchus Marsh Primary School's Literacy Program will provide all students with an opportunity to:

- confidently challenge themselves to achieve and feel successful;
- develop their full potential in the areas of Reading and Viewing; Writing and Speaking and Listening;
- value literacy in their daily lives;
- become confident in their literacy abilities; and
- articulate and apply their understandings in literacy and across the curriculum

We value the Literacy Program being informed by:

- The Workshop Instructional Model;
- high impact teaching strategies;
- structured, focussed, explicit teaching within learning sequences;
- an inquiry approach to literacy with strong links to units of inquiry/investigations;
- opportunities for students to exercise voice, choice and agency;
- a rich, stimulating learning environment; and
- provision of a comprehensive, differentiated literacy program based around the Victorian Curriculum and the National Literacy Progressions

Numeracy

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. Mathematics at Bacchus Marsh Primary School focuses on developing increasingly sophisticated and refined mathematical reasoning, problem-solving, understanding and fluency.

Guidelines:

- Victorian Curriculum content and proficiency strands, BMPS Essential Learning Documents and National Numeracy Learning Progressions inform our differentiated planning
- The Workshop Model grounds our desire for students to be 'caught' at their point of need
- Rich open-ended tasks foster inquiry and an ability to apply and demonstrate mathematical proficiencies (understanding, reasoning, problem solving and fluency)

Languages

At Bacchus Marsh Primary School, students acquire communication and cultural knowledge, skills and understanding in Chinese. They develop understanding about the role of language and culture in communication.

Learning languages broadens students' horizons about the personal, social and cultural opportunities that are available in an increasingly interconnected and interdependent world.

Learning languages:

- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

The Languages curriculum at Bacchus Marsh Primary School aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities

- understand themselves as communicators.

Science

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. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

The Science curriculum at Bacchus Marsh Primary School aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while considering ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Technology & Digital Literacies

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

At Bacchus Marsh Primary School, in the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine

ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Through the practical application of technologies, students develop dexterity and coordination. This curriculum offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students

- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Visual Arts

At Bacchus Marsh Primary School, Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.

The Visual Arts curriculum at Bacchus Marsh Primary School aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment

- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Performing Arts – Music

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

The Music curriculum at Bacchus Marsh Primary School aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form, its relationship with other art forms and contributions to cultures and societies.

Health and Physical Education

Integral to Health and Physical Education at Bacchus Marsh Primary School is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Assessment and Reporting

Bacchus Marsh Primary School undertakes a range of student assessment and reporting activities to inform and support student learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data, to make informed and consistent judgements about learners' progress and achievement to improve learning.

Bacchus Marsh Primary School has a comprehensive assessment schedule that is available upon request.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- **Student reporting:** Bacchus Marsh Primary School reports to parents/carers using student reports, to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs and goals
- **School reporting:** Bacchus Marsh Primary School reports to the local community via the annual report, providing a concise summary of the school's achievements and progress. This is available on the school's website
- **System reporting:** The Department reports Bacchus Marsh Primary School's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student reports for parents/carers are confidential documents that Bacchus Marsh Primary School provides twice a year using a five-point rating scale. The purpose of these reports is to:

- report student progress and achievement in Years Prep to 6
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

Note: There may be specific instances where Bacchus Marsh Primary School decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

In addition to producing student reports, Bacchus Marsh Primary School offer a 3 Way parent-teacher-student conference to discuss the student's progress at the end of Semester 1 and 2 each year. Digital and hard-copy portfolios are also used as part of the 3 Way interviews to celebrate progress and achievement over time in all areas of the curriculum

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department of Education and also available on the State Register maintained by the Victorian Registration and Qualifications Authority. See *Assessment and Reporting Policy* for more information.

1. Program Development

Bacchus Marsh 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 Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The National Literacy and Numeracy Progressions are also being used to further align with the Victorian Curriculum and support teaching and learning sequences in these important curriculum areas. The school will provide at least 25 hours student instruction per week.

2. Program Implementation

Professional learning teams of teachers meet to plan the curriculum program for the following term and year, to maintain balance and a broad provision of subject choices. To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum.

The DET requirements related to the teaching of Languages, Physical Education, and New Arrivals Program/English as an Additional Language (EAL) is implemented through our EAL, bilingual and LOTE programs.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide (see resources)

Classroom teachers will be required to review curriculum resources (where applicable), and prepare a comprehensive annual program budget and present these to the Business Manager as part of the school's annual budget

3. Student Wellbeing and Learning

Bacchus Marsh 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:

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

4. Students with additional needs and disabilities

The DET and Bacchus Marsh Primary School is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their diverse needs. Bacchus Marsh Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities, those from culturally and linguistically diverse backgrounds, and other at risk or vulnerable students.

5. Koorie Education

Bacchus Marsh Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students. We provide suitable programs and resources through:

- the creation and evolution of our Reconciliation Action Plan (RAP)
- partnering with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via supporting the development of high expectations and individualised learning for Koorie students and engaging with department initiatives such as 'Campfire Conversations'
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

6. Program Evaluation and Review

Bacchus Marsh Primary School staff will meet regularly at PLC meetings to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to: NAPLAN; Mathematics and English On-Line Interviews; ACER PAT Reading and Mathematics; DIBELS; Essential Assessment in Mathematics; Digital Developmental Portrait and school-based formative assessment and teacher judgements, based on learning outcomes in the Victorian Curriculum. Each year the school will evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. These meetings will inform future curriculum planning.

Managing student records

Schools are required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). Bacchus Marsh Primary School operates a system for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

Note: The Department has developed policy to assist schools to meet legislative and business requirements for the creation, storage and disposal of records.

Communication

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

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Discussed at parent information sessions
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

Related School Policies

- Bullying Prevention Policy
- Digital Learning Policy
- Student Engagement and Wellbeing Policy

Related DET resources

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](#)
- [Records Management – School Records](#)

Policy Review and Approval

This policy will be reviewed within the school review cycle and/or updated to reflect changes in DET regulations or school circumstances.

Policy last reviewed	June 2023
Approved by	Principal
Consultation	N/A
Next scheduled review date	June 2025