



# Bentleigh West Primary School

## CURRICULUM FRAMEWORK POLICY



### Help for non-English speakers

If you need help to understand the information in this policy, please contact:

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### Purpose

The purpose of this framework is to outline Bentleigh West 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 program via the school's website and termly Connections.

### Overview

Bentleigh West 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.

Bentleigh West 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](#)
  - [Strengthened approach to Holocaust education](#)

Bentleigh West Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Bentleigh West Primary School aims to foster knowledgeable, respectful and caring young people who contribute positively and responsibly to their local

and global community and to be recognised as a high performing school with a reputation of evidence based best practice that is visible in each classroom. Explicit Direct Instruction is BWPS’s pedagogical model and used with clearly documented and sequentially planned curriculum across the school. To support the wide range of students from diverse backgrounds and with additional learning needs, Bentleigh West Primary School accesses a range of learning resources, student assessment and reporting activities.

## Implementation

Bentleigh West Primary School implements its curriculum using evidence based, systemic approaches that also includes comprehensive and content driven learning materials throughout the generalist, specialist, support and extension classes.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science
- All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business)
- All students undertake Visual Arts and Performing Arts
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language (Italian)

At Bentleigh West Primary School class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 45-minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	570
Mathematics	480
Sciences	90
The Arts	90
Health and Physical Education	90
Languages	45
Humanities	90
Information and communication technology, and design and technology	45
Total	1500

## Language provision

Bentleigh West Primary School will deliver Italian as a Language, based on teacher selection at the school and local families.

## Pedagogy

The pedagogical approach at Bentleigh West Primary School is Explicit Direct Instruction (EDI). Students are taught in their mixed ability classes by their classroom teacher, except for specialist classes where they have a specialist teacher. The instruction given to students is differentiated to meet the varying academic levels and to ensure equal access and achievement for all students.

## Assessment

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

Students at Bentleigh West 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 Bentleigh West 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 school's data and assessment schedule. 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.
- Bentleigh West Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion (DI), 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 criteria and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

### **Reporting**

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

- Bentleigh West 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, either the [EAL Companion to the AusVELS](#) or 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).
- 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 for where required.

### 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.

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	The school has developed Key Understandings for each curriculum area, which detail the minimum standard learning intentions for each year level. This documentation includes History, Humanities and Science and also highlights the Cross-Curriculum and Capabilities through our curriculum. Yearly assessment such as NAPLAN and PAT are used to measure growth over time and adjust curriculum and year level expectations.	Principal class Executive Leadership	Yearly
<b>Curriculum Areas</b>	The school has Key Understandings for each curriculum area. Termly assessments such as Dibels, PAT, termly content assessments are used to review curriculum.	Assistant Principal-Curriculum Learning Specialist-Curriculum	Termly
<b>Year levels</b>	Each level and specialist subject have a Low Variance Document outlining the weekly focus and Learning Intentions for the class. Weekly assessment such as content reviews are used to inform the daily review.	Team Leaders Class Teachers	Weekly
<b>Units and lessons</b>	Teachers have daily plans with adjustments for the individual students in their class. Daily observations and assessments are used to review progress.	Class Teachers	Weekly Daily

### Professional Learning Communities (PLC)

Bentleigh West 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.

### Statement of Expectation Process

The Statement of Expectation cycle is designed to:

- support Bentleigh West 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

Statement of Expectation 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 Statement of Expectation process involves a start-of-cycle and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

### Further Information and Resources

- Policy and Advisory Library:
  - [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 \(including variation to hours\)](#)

### 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
- Discussed at annual staff briefings/meetings
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

### Policy Review And Approval

Policy last reviewed	April 2024
Approved by	Principal
Next scheduled review date	April 2026