



# BELLE VUE PRIMARY SCHOOL

## CURRICULUM FRAMEWORK



### PURPOSE

The purpose of this framework is to outline Belle Vue'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, whole school, year level, term and unit / lesson curriculum plans.

### OVERVIEW

Belle Vue 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.

Belle Vue 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](#)

The core purpose of Belle Vue Primary School, as defined in the Strategic Plan, is to foster a safe and stimulating learning environment where all students will be supported to achieve their full potential academically, socially and emotionally. The school seeks to create global citizens who are prepared for their future and who will work for the betterment of themselves, their community and the world.

Belle Vue Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. We promote a learning environment that engages all students, families and staff in working together as a learning community, underpinned by the school values of Respect, Responsibility, Pride, Integrity and Commitment. We see the building of positive relationships with students as a key to success, with strong relationships providing a foundation for student engagement, belonging, and, ultimately, learning.

At Belle Vue our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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, use a range of student assessment and reporting activities and undertake constant professional learning focused around evidence-based best practices.

The school structure comprises a School Improvement Team (Principal Class, Learning Specialist and PLC Leaders) to focus on school improvement priorities outlined within the School Strategic Plan 2020-2023 and Annual Implementation Plans, along with Professional Learning Communities that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school. Working collaboratively, school leaders and the School Improvement Team oversee teacher practice to create a culture of learning, collaboration and continuous improvement.

Belle Vue Primary School ensures that the Framework for Improving Student Outcomes (FISO 2.0), a model for continuous school improvement, forms the basis of teaching and learning at the school.

The FISO Improvement Cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation, and adaptation. Belle Vue uses this cycle to plan for effective teaching and learning at both a classroom and school level.

## **IMPLEMENTATION**

Belle Vue Primary School implements its curriculum by structuring class time into a weekly timetable, with 5 hours of learning per day, broken into 60 minute sessions.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives in literacy include the VCOP writing program, Word Their Way spelling program and a balanced reading program. In numeracy we take a pedagogical approach embedded in the evidence based research of Peter Sullivan. We also embrace a social and emotional welfare program based on Zones of Regulation, Restorative Practices and RRRR. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom 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 math programs to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Italian), Digital Technologies and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps, incursion and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in choir, whole school performances and learn a range of instruments. Belle Vue is a '4 Star Sustainable' school and offers student participation in a gardening program and to be a member of the Sustainability Team.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers. Teaching and learning teams across levels have structured time together to ensure scope and sequence and curriculum coverage is planned, implemented and monitored across the school. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments, as well as other data such as NAPLAN and an analysis of school performance data including student, staff and parent surveys.

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, year level, term and unit / lesson curriculum documentation.

### **Language provision**

Belle Vue Primary School will deliver Italian as a Language, based on the interests of the school community.

### **Pedagogy**

The pedagogical approach at Belle Vue Primary School is underpinned by FISO 2.0, the Victorian Teaching and Learning Framework and the High Impact Teaching Strategies. Our teaching and learning is guided by whole school Instructional Models which define the core pedagogical practices at our school. It is an expectation that all staff follow these models as they plan and implement powerful learning opportunities for our students. Having a whole school instructional model supports us in having a consistent, collaborative and committed approach to meeting student needs.

Within these instructional models, teachers at Belle Vue Primary School plan learning sequences using the Gradual Release of Responsibility framework. This method recognises that students thrive when they are gradually guided from teacher-led instruction to independent learning. Teachers at Belle Vue Primary School begin by providing explicit instruction and modeling the desired skills or concepts. As students become more familiar, they are given guided practice opportunities, with the teacher offering support and scaffolding to deepen understanding. Finally, students are given the responsibility to apply their knowledge and skills independently, while the teacher provides feedback and assesses their progress. This approach allows students to actively engage in their learning, develop critical thinking skills, and become independent learners who take ownership of their education.

## **Numeracy:**

### ***Four Proficiencies***

Belle Vue believes the four proficiencies of Understanding, Fluency, Problem Solving and Reasoning are fundamental for the development of concepts and working mathematically. The inclusion of the proficiencies across the maths curriculum is to ensure that student learning and student independence are at the centre of the curriculum, not just content. The development of these proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

### ***Peter Sullivan's Student Centered Structured Inquiry***

To support this, Belle Vue embraces a Numeracy pedagogical based on Peter Sullivan's inquiry numeracy model. Teachers at Belle Vue Primary School place students at the center of their learning experiences and encourage students to actively explore mathematical concepts, pose questions, and engage in hands-on activities to deepen their understanding. By creating a collaborative and inquiry-driven environment, students are encouraged to make connections between mathematical concepts and the real world. Using a variety of rich and challenging tasks, this approach fosters critical thinking skills, mathematical reasoning, fluency and a deep understanding of mathematical concepts. Through this inquiry numeracy model, Belle Vue Primary School aims to develop confident and capable mathematicians who can apply their knowledge in real-life situations.

### ***Math Dispositions***

Supported by the work from Jo Boaler's Mathematical Mindsets, Belle Vue sees that the relationship between attitude towards math and learning outcomes is bidirectional. A positive attitude towards math can lead to higher achievement, and high achievement can result in more favorable attitudes. Teachers at Belle Vue support all students to achieve their potential by growing a resilient, mathematics mindset, by learning from their mistakes and by making connections within all Mathematics areas and with their everyday life

## **Literacy:**

At Belle Vue Primary School we are committed to maximising literacy outcomes for all of our students. As a school we take action to increase our students' reading, writing, speaking, listening and thinking skills through the following approaches:

- A phonics-based approach as the foundation of reading, using evidence-based pedagogical practices
- Explicit teaching of comprehension strategies to ensure students understand what they read and make connections with the real world
- Big Write and VCOP methodology for raising the standards in writing. VCOP stands for vocabulary, connectives, openers and punctuation. These four elements along with regular writing practice through Big Writes, provide a comprehensive and systematic approach to teaching writing.

- Language-based activities and experiences to deliberately build students' vocabulary to be able to express themselves through speech and writing
- A strong independent reading culture
- Literature circles
- Making the learning visible throughout the school
- Teaching strategies for structured instruction, including speeches, debating and socratic seminars
- Regular circle-time discussions

We prioritise the teaching of literacy. All classes have a daily two-hour literacy block that includes reading, writing, spelling and speaking and listening.

## Assessment

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

Students at Belle Vue 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 Belle Vue 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.
- Belle Vue 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.
- Belle Vue Primary School will develop Individual Learning Plans (ILPs) for students who are working slightly below or above expected standards to support or extend their learning accordingly.
- 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, Belle Vue teachers 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

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

- Belle Vue 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).
- Belle Vue 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.

Each year, there are four formal opportunities provided for reporting to parents:

Term 1 : Getting to Know You Meetings

Term 2: Written Semester report

Term 3: Student Progress Meetings

Term 4: Written Semester report

Written reports are provided via Compass twice a year, in Term 2 and 4, with student achievement and progress against the Victorian Curriculum F-10 achievement standards. An opportunity for parents to discuss these reports is provided following their distribution. Two formal opportunities for parents/carers to meet with teachers are provided each year in Term 1 and 3. These enable the opportunity to discuss the students' progress and how the school and home can work together to best meet student learning and wellbeing needs. Belle Vue Primary School's teachers and leadership team are available to meet with parents/carers to discuss their child's learning at any stage during the year.

## **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**

Teaching teams meet weekly to reflect on practice, data and identify potential curriculum areas that require focus. Data analysed includes, NAPLAN, PAT testing, Essential Assessment, Running Records, school-based testing, and teacher judgments based on learning outcomes in the Victorian Curriculum. The school undertakes an audit of the curriculum on a cyclical basis or as the curriculum changes using the audit tools from the VCAA. These tools enable the School Improvement Team to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are being addressed. Curriculum audits inform future curriculum planning.

### **Review of teaching practice**

Belle Vue 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 year level
  - teaching and learning term overviews
  - unit plans/sequence of lessons.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2024
Approved by	Andrew Wood
Next scheduled review date	February 2027