



# CURRICULUM FRAMEWORK

## PURPOSE

The purpose of this framework is to outline Berwick Lodge 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 unit / lesson curriculum plans.

## OVERVIEW

Berwick Lodge 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.

Berwick Lodge 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](#)

Berwick Lodge Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging, complex 21st century world.

Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, with highly engaged students and a motivated and caring staff. We aspire to the provision of a positive and supportive environment which high expectations and personalised care for all students and staff.

We value the extension of all children's social, emotional and intellectual growth, supporting the learning of our gifted and talented students as well as those that need additional help, with a range of special programs and expert teacher support.

Our curriculum has a strong emphasis on literacy and numeracy with structures and practices that promote successful individualised learning outcomes for students. Our aim is to extend knowledge, promote agency, challenge thinking, provide choice and opportunity and ignite passions.

Berwick Lodge Primary School is committed to lifelong learning, 'Learning for Life', by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. 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 of their endeavours. At Berwick Lodge Primary School 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, set optional homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

We value:

- The pursuit of excellence
- Respect for others and the environment
- Excellence and the celebration of success and achievement
- The development of self-confidence, positive productive relationship skills and persistence
- Leadership opportunities for students
- Friendships and partnerships

## IMPLEMENTATION

Berwick Lodge Primary School implements the Victorian Curriculum F-10 from Foundation to Year 6. Our teaching and learning programs cover English, Mathematics, The Arts, Health and Physical Education, Language, The Humanities, Science and Technologies. Our specialist teaching programs are Visual Arts, Performing Arts, STEM/Digital Technologies, Mandarin, and Health and Physical Education.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum programs. Curriculum programs will provide at least 25 hours student instruction per week. Class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 48-minute sessions.

The Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery from Foundation to Year 6 and beyond in accordance with Department of Education policy and guidelines.

In developing its curriculum program the school will provide a broad range of educational opportunities to ensure improved student outcomes.

Further information on how our school implements the curriculum, including the learning areas provided at each year level, 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 / lesson curriculum plans.

### **Language provision**

Berwick Lodge Primary School will deliver Mandarin as a Language, based on continuity with feeder secondary schools, parent survey feedback and availability of LOTE teachers.

### **Pedagogy**

At Berwick Lodge we have high expectations of excellence for teachers and students in all aspects of school life. We use Positive Classroom Management Strategies to provide a safe and orderly environment to demonstrate our respect for each other, protecting the conditions to focus attention on the teaching and learning. We utilise consistent classroom routines to increase working memory and attention for learning. We act with integrity so that everyone has opportunities to learn at Berwick Lodge, building trust between staff, students and the community to deliver student learning at the point of need. Teaching and learning focus on developing the necessary skills needed to cooperate with

each other , implementing the “I do, We do, You do” instructional approach to teaching and learning. This gradual release of responsibility model ultimately empowers us to work independently with an enthusiasm for lifelong learning. Learning Intentions are the overarching focus of the lesson, which communicates that the learning will relate to *knowledge, understanding* or *skills*, respectively. Differentiated learning is provided for students focused on implementation of the High Impact Teaching Strategies.

## Assessment

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

Students at Berwick Lodge 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. Berwick Lodge Primary School collects and analyses a range of achievement data across the school including Phonics Check, NAPLAN, Teacher observations, assessments, and student self-assessments from Foundation to Year 6. Data collection and analysis is ongoing.

- Teachers at BLPS 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 Assessment Schedules, Term Planners and curriculum planning documents. 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.
- Berwick Lodge Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Disability Inclusion Profile (DIP), 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 F-10 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 2.0.
- Teachers will participate in moderation processes so that staff can apply consistent judgements of student progress against Victorian Curriculum F-10 standards across the school.
- Students will be taught, and expected to use, self-assessment strategies. Individual Learning Goals will be developed for each student in consultation with the teacher. Parents will be informed of student learning goals.
- The Leadership Team and Curriculum Development Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Essential Assessment, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum F-10.

## Reporting

Berwick Lodge Primary School reports student progress to parents in line with the Department’s [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Berwick Lodge 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 Berwick Lodge Primary School , we believe that assessment and reporting is valuable as it:

- Forms an integral and ongoing part of the educational process, providing information for effective planning of educational programs.
- Provides parents, student and teachers with information about the individual development of all students.
- Builds a rapport between the home and school.
- Provides a review of the effectiveness of the curriculum programs across the school and assists in developing future direction.
- Reflects the school's commitment to government initiatives and guidelines.

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.

- Berwick Lodge 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](#).
- Mid-year and end of year written reports will be provided to parents and carers, using the Department of Education reporting guidelines.
- 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).
- 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.
  - Information sharing sessions will be held for each grade level early in the school year so that parents are aware of the expectations for that year and can share information about their child.
  - Clarification of student's progress and plans for future action will be discussed at Student Progress Discussion Meetings. These discussions will involve parents/carers, students and teacher/s and will be offered following the mid-year report upon parent or teacher request.
- There will be a positive environment in which parents and teachers feel comfortable about contacting each other as needs arise throughout the year on a formal or informal basis.
- Individual Learning Goals will be developed for each student in consultation with the teacher. Parents will be informed of student learning goals.

The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum F-10. Student Support Groups (SSGs) and Individual Education Plans (IEPs) will help develop individual profiles containing learning goals in key learning areas relevant to the student. Progress towards learning goals will be assessed and reported to the Student Support Group.

Teachers will develop IEPs for funded, Aboriginal and Torres Strait Islanders, and Out of Home Care students.

Regular meetings will be arranged with parents to monitor the implementation of the IEP.

## 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

- Berwick Lodge Primary School provides 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.
- Our school will identify and cater for the different needs of cohorts of students when developing its curriculum programs.
- Our school when developing its curriculum programs will provide at least 25 hours student instruction per week.
- The Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery from Foundation to Year 6 and beyond in accordance with DE policy and guidelines.
- In developing its curriculum program, the school will provide a broad range of educational opportunities to ensure improved student outcomes.
- Curriculum leaders will be required to prepare a comprehensive annual program budget and submit these to School Council.
- The Curriculum Development Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Essential Assessment, school-based testing, teacher judgments based on learning outcomes in the Victorian 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 My School website.
- Teaching and learning programs will be resourced through Program Budgets.

Layer of review/planning	Process and data used		Responsibility	Timeframe
<b>Whole school</b>	Staff Meetings	Monthly	Principal Class	Agenda and minutes
	Curriculum Days	Yearly	Assistant Principals to organise internal and external presenters	PD presentations and handouts
	PD Bytes	As required		
<b>Curriculum Areas</b>	Professional Learning Teams	Twice per term	Learning Specialists	Agenda and minutes
	Curriculum Development Team	Fortnightly	Assistant Principal and Curriculum Coordinators	Agenda and minutes
	Wellbeing Team	Fortnightly	Assistant Principal and Wellbeing Coordinators	Agenda and minutes
<b>Year levels</b>	Area Meetings	Weekly	Curriculum Coordinators	Agenda and minutes
	Planning Day	Termly		Term Planners Inquiry Planners
	Professional Learning Community	Weekly	Assistant Principal PLC Leader	PLC agenda and minutes

Units and lessons	Professional Learning Community and Shared APT	Weekly	Year level teams	Inquiry Planners Weekly planning documents PLC Minutes
	Planning Day	Termly	Year level teams	Term Planners Inquiry Planners
Teaching Practice	Team Teaching	As required	Individual Teachers	Work Programs
	Peer Observations		VIT Mentors and Graduate Teacher	VIT registration documents
	VIT Mentoring		Individual Teachers and coaches	Personal records
	Coaching			

## Review of teaching practice

Berwick Lodge 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 Statement of Expectations, 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
  - unit plans/sequence of lessons.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	10 <sup>th</sup> September 2025
Approved by	Sandra McCrum
Next scheduled review date	September 2028