



Curriculum Framework

PURPOSE

The purpose of this framework is to outline Bruthen 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum outlines, year level and unit/lesson curriculum plans.

OVERVIEW

Bruthen 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.

Bruthen 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](#)

Bruthen Primary School aims to

RATIONAL

Bruthen Primary School aims to cultivate lifelong learners who are equipped to navigate real-life challenges with thoughtful strategy and awareness. The school fosters intrinsically motivated, creative, and empowered students who demonstrate strong social values, leadership, resilience and self-esteem in their interactions with the community.

Bruthen Primary School aims to implement a dynamic curriculum program that

- is outcome-focused to achieve 1 year or more growth for 12 months of learning.
- is engaging, relevant and enables students to develop deep levels of knowledge processes and skills for life-long learning
- is differentiated in approaches to teaching that cater for the needs of students with a range of interests,

abilities, skills, and motivation

- provides opportunities for students to think, reflect and become independent, resourceful and assessment capable learners
- enables students to interact with other students and the wider community
- is compliant with DET policies and based on the Victorian Curriculum
- Supports the development of staff teaching and learning practices.

IMPLEMENTATION

Bruthen Primary School implements its curriculum

- *All students undertake year-long programs in English, Mathematics and Physical Education*
- *All students undertake science across all year levels*
- *All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business), with history as a core semester learning program and elective options across the humanities.*
- *All students undertake at least one Arts discipline*
- *All students undertake all technology disciplines (design and technologies, digital technologies)*
- *All students undertake local indigenous culture and language (Gunai Kurnai Language)*
- *Humanities, technologies and Science key learning areas are completed in inquiry sessions*
- *Critical and Creative Thinking, Ethical, Intercultural and Personal and Social capabilities are addressed within each curriculum area and supported by a range of Outdoor Education camps and excursion initiatives.*
- *We actively participate in sport and provide opportunities for our students to participate at the highest level of competition. We work with other smaller schools within our district to provide additional incursions, which supplement our Visual and Performing Arts curriculum, Sports and Outdoor Education camps.*

At Bruthen Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-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 outlines, year level and unit / lesson curriculum plans.

1. Language provision

Bruthen Primary School will deliver Gunai Kurnai as a Language, based on a community interest in students learning about the local indigenous culture and language.

2. Pedagogy

Bruthen Primary School employs a pedagogical approach grounded in the FISO 2.0 principals of Leadership for learning and wellbeing. Creating a high-performance workforce, Curriculum and assessment, and Student voice, agency and leadership participation, utilising a blend of common and subject-specific high-impact teaching and learning strategies.. Teachers consistently implement explicit teaching differentiated instruction and collaborative learning across all subjects. Additionally, subject-specific strategies, such as inquiry-based learning in science or close read in English, are employed to deepen understanding. These are delivered through a Gradual Release of Responsibility Instructional Model (Literacy) and the Launch, Explore and Summarise Numeracy Instructional Model. Students are supported through regular feedback, targeted interventions, and a focus on developing metacognitive skills, ensuring all learners are challenged and empowered to succeed.

3. Assessment

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

Students at Bruthen 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 Bruthen 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 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.*
- *Bruthen 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' 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.*

4. Reporting

Bruthen Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Bruthen 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 Bruthen Primary School progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress 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.

- *Bruthen Primary School will report directly against the Victorian [Curriculum F-10 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).*

- *Bruthen 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.*

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.

5. 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 and teaching practices

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole School	Teaching practices are reviewed and developed as part of our whole school improvement plan (AIP and SSP), aligning with Building practice excellence (FISO2.0). This is facilitated through Rapid Cycles of Improvement practices and informed by data from observations and feedback, supporting Evidence-based decision-making. Curriculum Area outlines and sequence of learning, stored on Google Drive, are reviewed in Term 4 PD and weekly PLCs to ensure fluid F-6 learning, reflecting a commitment to Curriculum and assessment. Teachers cross-reference documents with the Victorian Curriculum, further reinforcing Curriculum and assessment.	All staff	Annually before the end of term 4 in readiness for the following year
Units/ lesson plans	Classroom teachers are constantly engaged in a cyclical process of planning, teaching and assessing. They review and revise their unit and lesson plans based on a variety of factors, including the specific needs of their students, formative assessment data collected throughout the learning process, pre-assessment data gathered before instruction begins and the interests of their students. This iterative approach ensures that instruction is relevant, engaging and effectively supports student learning and growth.	Classroom teachers	Annually before implementation of the unit of work.

Review of teaching practice

- 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.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [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](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Approved by	Principal
Next scheduled review date	Before June 2029