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Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Lake Boga 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 plans.

VISION

Lake Boga Primary School's vision is to develop lifelong learners who strive for excellence in teaching and learning.

Lake Boga Primary School's values are:

Safe- We model and demonstrate safety to keep ourselves and others safe from harm.

Respectful- We are respectful of ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

Responsible- We are responsible when we accept what is required and carrying out tasks to the best of our ability.

Learner- We learners when we develop a lifelong pursuit of knowledge, understanding and wisdom.

These values form part of our behavioural expectations and are explicitly taught to the students. The school community perceives these values as necessary skills for success in life and that these four values form the basis of a safe, supportive learning environment.

OVERVIEW

Lake Boga 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.

Lake Boga 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

Lake Boga Primary School is committed to lifelong learning 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 their endeavours. At Lake Boga Primary School our 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 homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

The Curriculum will allow every Lake Boga Primary School student the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built.
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications.

- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

PEDAGOGY

The Lake Boga Primary School pedagogical approaches have been chosen as they are evidence-based, high impact teaching strategies. While these approaches will not look the same in every lesson, evidence suggests they work well in most, and our teachers are encouraged and supported to apply these strategies across all learning areas.

Selecting from approaches that range from thinking strategies to effective technology integration, our teachers design learning experiences that cater to the wide variety of learning needs that our students present each day. The use of consistent approaches and strategies ensures our students can seamlessly move from lesson to lesson, teacher to teacher, and year to year, with confidence.

The staff at Lake Boga Primary School understand the factors that have the highest impact on student achievement. They use this information to contribute to strategic decision-making around the future directions of the school, when collaboratively developing and refining whole-school plans, and when planning lessons

IMPLEMENTATION

At Lake Boga Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 sixty-minute sessions.

Each morning will begin with a 60-minute session followed by a 'fruit break'.

Each year Lake Boga Primary School will map out its curriculum plan. All students from Prep – 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum priorities through our daily, weekly, term and annual planning.

The following table provides the time tabled allocation for the Victorian Curriculum learning domains at Lake Boga Primary School.

Learning Area	**Junior (Foundation – 2)**	**Senior (3-6)**
Literacy/English	10 hours (including MARC Van program)	10 hours (including MARC Van program)
Numeracy/Mathematics	6 hours	6 hours
Inquiry (IT, Humanities)	2 hours	2 hours
LOTE (Indonesian)	1 hour	1 hour
Science	1 hour	1 hour
PE and Health	1 hour	1 hour
Music	1 hour	1 hour
Kitchen/Garden/Arts	1 hour	1 hour

Respectful Relationships/The Resilience Project (social and emotional learning)	1 hour	1 hour
SWPBS (including assembly)	1 hour	1 hour
TOTAL	**25 hours**	**25 hours**

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 plans and scope and sequence documents.

Language provision

As noted above, Lake Boga Primary School will deliver Indonesian as a Language. The majority of our students move on to secondary schools where this is the chosen language.

Literacy

- Literacy learning will encompass the modes of Reading and Viewing, Writing and Speaking and Listening as outlined in Victorian Curriculum.
- Our Foundation – Grade 2 classes are based on the Science of Reading and a Synthetic Phonics approach. It is expected that a two-hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.

Numeracy

- Numeracy teaching should encompass the areas of Number, Algebra, Measurement, Space, Statistics and Probability as outlined in Victorian Curriculum 2.0.
- It is expected that an hour numeracy block (and one two-hour block) be scheduled throughout the week. This could be integrated across other areas of learning.

Health and Physical Education

- The school participates in our district sporting association sport programs for swimming, athletics and cross country.
- The swimming program will run once per year for each year level.
- Where appropriate, the Physical Education program will be supplemented by outside sporting associations that may run clinics in Physical Education sessions to support the development of specific sporting skills.

- Respectful Relationships and The Resilience Project will be taught by classroom teachers as a standalone subject over the course of the year following our whole school scope and sequence.
- The school will integrate Health Education, Life Education, Sexuality and Consent Education, and Drug Education into the curriculum, in accordance with DET policy. Other health related topics that the school will cover include Healthy Eating and Student Wellbeing (e.g. Zones of Regulation, Growth Mindset, School Values).

Information and Communications Technologies

- At Lake Boga Primary School it is a priority to include technologies across the whole school curriculum.
- In the Victorian Curriculum, the technologies include Design and Technology and Digital Technologies.
- The technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.
- Across all subject areas, students use design thinking and technologies to generate and produce designed solutions. In Digital Technology, students use computational thinking and information systems to analyse, design and develop digital solutions.

The Arts

The school has a range of specialist programs to deliver various curriculum programs such as Visual Arts, Performing Arts and Music. These will be offered depending on school/DET priorities, access to qualified teaching staff, and timetable provisions.

Humanities/Science

Lake Boga Primary School use INQUISITIVE to ensure we meet our curriculum requirements regarding Humanities and Capabilities and Science.

Inquisitive guarantees Lake Boga Primary School has:
- An expertly sequenced guided inquiry curriculum
- A guaranteed and viable curriculum
- An established 2-year scope and sequence
- Accessibility everywhere

With the support of rubrics, each unit is expertly scaffolded towards a rich assessment task. Before they begin each unit, students are immersed in the real-

world application of what they will be learning. Students complete a pre-test to assess their understanding and skills and develop questions to be answered during the unit. Students are explicitly taught new terminology relating to each unit and where appropriate they learn writing, reading and communication skills, and mathematical concepts.

Units are regularly updated to ensure they meet the latest mandated standards. Inquisitive ensures we guarantee coverage of the mandated standards in the following areas:

- History
- Geography
- Civics and Citizenship
- Economics and Business
- Science
- Critical and Creative Thinking
- Ethical Understanding Capability
- Personal and Social Capability
- Intercultural Capability

Inquisitive also includes logical integration of literacy, numeracy, and technologies. The following two-year scope and sequence for our concept-based learning sequences ensures that there is no repetition and no gaps in the teaching of content and skills.

Sequence One	Term 1 – Community	Term 2 – Sustainability	Term 3 – Social Justice	Term 4 – Creativity
Foundation	In Our Community	Our Sustainable World	Fairness and Friendship	Topsy Turvy Tales
Levels 1 & 2	Places and Spaces	Tip Toe Through Our World	Celebrating Differences	Robot Buddies
Levels 3 & 4	First Contact	The Blue Marble	Someone Else's Shoes	Frame by Frame
Levels 5 & 6	Making Democracy	Think Global Act Local	Care for the Kids	Bizarre Bazaar

Sequence Two	Term 5 – Identity	Term 6 – Change	Term 7 – Discovery	Term 8 – Connections
Foundation	Shaping Identity	The Changing World	The Bridge and Beyond	Great and Small
Levels 1 & 2	Growing Older and Wiser	Stimulating Science	Light and Sound	Through Generations
Levels 3 & 4	The Game of Life	Into the Unknown	Forces and Functions	Our Island Home
Levels 5 & 6	Ethics and Emotions	Museums in Motion	The Journey to Discovery	Data and Decisions

FURTHER GUIDELINES

- The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the principal in developing curriculum delivery and programs.
- The school will ensure that it has a comprehensive budget to support curriculum programs. Budget requests will be formulated by program leaders in October before the next school year. These will be compiled by the Principal and discussed in the Finance Subcommittee meeting. Indicative budgets must be approved by School Council prior to the school year. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year.
- The Lake Boga Primary School Strategic Plan is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.
- The Annual Implementation Plan outlines one-year goals that are steps towards achieving the broader targets set in the Strategic Plan. It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its Strategic Plan.
- Each term, Classroom teachers will produce a curriculum planning document detailing the learning focuses of the term. These plans, along with weekly planning will be submitted on the Lake Boga Primary School's Sharepoint platform.
- The teaching of Humanities will be an integral component in curriculum planning and delivery and the themes will underpin our morning routines across the whole school.
- A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials that do not offend students and the wider community. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as textbooks, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances. Teaching resources can be commercial products or those accessed on the DET website, FUSE.
- The school will offer excursions and/or incursions to complement the curriculum.
- Special school events and days will be celebrated at the school to enhance curriculum programs. For example: Bullying NO WAY, Education Week, Harmony Day, Book Week, NAIDOC week.

ASSESSMENT

Lake Boga Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Lake Boga 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 Lake Boga 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 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.
- Lake Boga 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.

REPORTING

Lake Boga Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Lake Boga 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 sent home as a hard copy, alongside an accessible digital form with the option to translate text from English to another language, to cater to our school community.

- Lake Boga 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).
- Lake Boga 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. For students with an IEP, SSG meetings will be held once a term in Week 5 to monitor progress.

INTERVENTION

Intervention is the provision of early, systematic assistance to children who are struggling in one or many areas of their learning. When a student does not respond to assistance, it may trigger the need for an evaluation to determine if the student qualifies for special education services.

Lake Boga Primary School has very comprehensive systems in place to:

- provide quality differentiated teaching practice to all students,
- identify students who may be at educational risk,
- provide targeted intervention to students at educational risk,
- secure disabilities allocations, and
- appropriately resource classes.

PROGRAM EVALUATION AND REVIEW

School leadership will meet at least once a semester to track whole school data and identify potential curriculum areas that require focus. Our Professional Learning Teams (PLC) will meet weekly to track level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, Progressive Achievement Tests (PAT), school-based testing, teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used will include staff created documents on our Google Drive.

	Term 1	Term 2	Term 3	Term 4
Whole School Plans			In response to NAPLAN and school data curriculum priorities are reviewed by Leadership	

Term Planner	Term level planning is audited and adjusted in light of school assessment data by classroom teachers, in consultation with Leadership.
Unit Planners	In weekly PLC meetings, teachers and teams reflect on current practice and engage in co-learning to meet identified needs.
Teaching Practice	Teachers are provided with multiple opportunities to engage in peer reflection and review of teaching practice through PLC meetings, PDP meetings (once a term) and Professional development opportunities.

Lake Boga 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.

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 and staff training
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

- https://victoriancurriculum.vcaa.vic.edu.au/

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2026
Approved by	Principal
Next scheduled review date	March 2030