

PURPOSE

The purpose of this framework is to outline Boneo 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 area, year level and unit / lesson curriculum plans.

OVERVIEW

Boneo 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.

Boneo 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](#)

Boneo 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 of their endeavours. At Boneo 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 homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Boneo Primary School implements its curriculum with the aim of providing a high-quality, inclusive teaching and learning program that supports all students to achieve their personal best. All students:

- undertake all curriculum areas as per the Victorian Curriculum

- learn through a sequenced inquiry program and the school's Instructional Model which aligns with the Victorian Teaching and Learning Model 2.0
- undertake Music, Art, STEM and Physical Education as specialist subjects every week all year
- All students undertake a language (Indonesian).

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

1. Language provision

Boneo Primary School will deliver Indonesian as a Language, to foster students' understanding of their nearest neighbor, Indonesia, and to enhance their global awareness and communication skills. It's also a way to promote intercultural understanding and build positive relationships with other countries.

2. Pedagogy

The pedagogical approach at Boneo Primary School is grounded in VTLM 2.0 (Victorian Teaching and Learning Model) and aligned with the priorities of FISO 2.0 (Framework for Improving Student Outcomes). We are committed to delivering a student-centered, evidence-informed curriculum that promotes deep learning, curiosity, and engagement. Our educators use the High Impact Teaching Strategies (HITS) and a shared instructional model to ensure consistency, high expectations and inclusive practice across all classrooms. Learning is differentiated and informed by data, supporting each student's academic growth and wellbeing. Literacy and numeracy are key priorities, with structured, explicit instruction complemented by inquiry-based learning and real-world applications. Through a strong culture of collaboration, feedback, and professional learning, we foster student agency and ensure that every learner feels empowered, connected, and capable.

3. Assessment

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

Students at Boneo 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 Boneo 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 use Learning Tasks to provide ongoing reporting to families.
- Teachers use a 5weekly check-in cycle to track student progress and adjust the teaching program accordingly.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Assessment Schedule, and termly assessment plan. 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.
- Boneo 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 applicable.
- 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

Boneo Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Boneo 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 Boneo Primary School progress reports are issued to parents in both terms 2 and 4 providing a teacher judgement against the achievement standards, assigned as a score, that accurately reflects where each student is along the relevant learning continuum for all curriculum areas taught during the reporting period. These show student progress since the last report on each curriculum area and include a 5-point scale to report on student achievement. 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 school also provides parents with ongoing reporting throughout each term through Learning Tasks.

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.

- Boneo 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 Reading, Writing, Maths, Inquiry, STEM, Visual Art, Music, PE and the Learner Dispositions.
- Boneo 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

[Insert procedures that outline **how** and **when** the school reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels, and **who** conducts the review. The table below is an example only.]

Layer of review/planning	Process and data used [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school	School Improvement Team. This process is guided by the Department guidelines for Curriculum Planning. The SIT plans using the School Curriculum Plan and Written Statement.	Principal Assistant Principal Learning Specialist	Annually prior to the beginning of the following school year
Curriculum Areas	School Improvement Team, Curriculum area leaders. Using the School Curriculum Plan, curriculum area leaders work closely with the SIT to ensure best practice in these curriculum areas. Reference is made to student data and departmental guides including the VTLM 2.0 and FISO 2.0.	Principal Assistant Principal Learning Specialist Maths Leaders English Leaders Inquiry leader	Meetings are held weekly throughout the year.
Year levels	Learning Specialist works closely with Professional Learning Communities leaders to ensure curriculum planning is reviewed each term and that planning follows the agreed-upon scope and sequence.	Learning Specialist PLC Leaders	Meetings are held weekly throughout the year.
Units and lessons	Each term the cohort teaching team work with the Learning Specialist to ensure the units and lessons were impactful. This is based on data. Teachers perform 5weekly check-ins to track student progress throughout the term.	Learning Specialist PLC Leaders Teachers	Planning sessions are held weekly throughout the year. End of term review on the units.

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](#)
- [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	March 2025
Approved by	Principal
Next scheduled review date	Following the whole school review in Term 4 2025.