



'Quality Education in a Friendly, Caring and Supportive Environment'

STATEMENT OF CURRICULUM FRAMEWORK

PURPOSE

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

IMPLEMENTATION

- The Victorian Curriculum F-10 is implemented from Foundation to Grade 6 at Bridgewater Primary School (BPS). The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities.
- The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D' for students with disabilities.
- In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Technologies and Health. These curriculum areas are cross-referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content.
- The skills and knowledge defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.
- A number of specialist programs are provided including Visual Art, Library (MARC van) Physical Education (including Sports), Chinese Language and Performing Arts (Music and Drama). The Department of Education and Training requirements related to the teaching of Physical Education, Sports Education and LOTE will continue to be implemented.
- School curriculum programs are designed to enhance effective learning in line with the BPS Instructional Models.

- All students will receive a curriculum that is challenging and achievable and will monitor their learning through an Individual Learning Plan.
- Students requiring intervention or extension activities will have these provided by the classroom teacher and this will be acknowledged through goal setting and Individual Learning Plans. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.
- Students who require more assistance in Literacy or Numeracy are catered for in intensive small groups.
- BPS will provide 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.
- Decisions about the teaching and learning program within that structure and individual student learning programs are the responsibility of the school principal and teachers. If an individual learning program for any student is proposed that departs from the provision model set out in the whole-school curriculum plan that decision should be made in conjunction with the student and the student's parents/carers, and must be approved by the school principal.
- The school will provide quality and meaningful education for Koorie students by use of the Marrung Aboriginal Education Plan 2016-2026. BPS will ensure that any Aboriginal or Torres Strait Islander student who attends our school, will have an Individual Learning Plan.
- Teaching staff will ensure that scope and sequence and curriculum coverage is monitored across the school.
- School staff are focused on a 4-year planning cycle (segmented annually in the Annual Implementation Plan) and continuous analysis of a range of data around school improvement.
- The Principal will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- Teaching and learning programs will be resourced through Program Budgets and include Professional Development.
- Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

FURTHER INFORMATION AND RESOURCES

- Student Engagement and Wellbeing Policy

REVIEW CYCLE

This framework was last updated on August 2021 and is scheduled for review in August 2024

Appendix A

Curriculum Plan – including time allocations

Foundation		Years 1 - 6	
Domain	Minutes per week	Domain	Minutes per week
Literacy, Numeracy and Integrated Inquiry	1155	Literacy, Numeracy and Integrated Inquiry	1155
Physical Education and Health	60	Physical Education and Health	60
Visual Arts	60	Visual Arts	60
Performing Arts	40	Performing Arts	40
LOTE – Chinese	75	LOTE- Chinese	75
Library	60	Sport	60
Multi-age Group Action Projects (60mins fortnight)	30	Multi-age Group Action Projects (60mins fortnight)	30
STEM (40 minutes per fortnight)	20	STEM (40 minutes per fortnight)	20
TOTAL	1500 per week	TOTAL	1500 per week