

Learn. Grow. Become.



Curriculum Framework



Purpose

The purpose of this framework is to outline Brighton 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. Our Program of Inquiry is also a useful overview of learning in Science, The Humanities and Health.

Overview

Brighton 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.

Brighton 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](#)

At Brighton Primary School, our mission is encapsulated in our tagline: Learn. Grow. Become. These three pillars serve as the foundation for our approach to education. We are committed to providing a comprehensive and enriching educational experience that goes beyond the classroom, nurturing each student's academic, social, and emotional development.

Our passionate and experienced teachers and support staff are dedicated to creating a positive and inclusive atmosphere where curiosity is celebrated, diversity is embraced, and every student is encouraged to explore their unique talents and maximise their learning. We believe in the power of education to transform lives, and we are here to guide and support your children on their journey of discovery.

Implementation

Brighton Primary School implements its curriculum through units of study in English, Mathematics, Science and the Humanities as well as Specialist Subjects. At Brighton Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into:

- A morning session of 120 minutes between 9:00 – 11:00
- A middle session of 90 minutes between 11:40 – 1:10
- An after lunch session of 90 minutes between 2:00 – 3:30

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.

Language Provision

Brighton Primary school will deliver French as a Language, based on a comprehensive review conducted by our Education Committee exploring our local secondary school offerings as well as community preference.

Pedagogy

At Brighton Primary School, we take great pride in our distinctive learning philosophy, carefully crafted to foster a dynamic and enriching educational experience for your child.

Our skilled teachers, who are always on the pulse of best practice and educational research, ensure that each child is guided on a trajectory of learning towards deep understanding. We believe in using both explicit instruction to learn the fundamentals in English and Mathematics, as well as inquiry-based learning to ignite our students' passion, supporting their growth into active, informed citizens.

Beyond academics, we prioritise creating a nurturing community that cultivates a sense of belonging among our students. Organising the Victorian Curriculum through the International Baccalaureate's Primary Years Programme Framework, we emphasise global perspectives, preparing our young learners for a world of opportunities

Assessment

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

Students at Brighton 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. We have a whole school Assessment Schedule that includes a range of assessments in key learning areas.

- Teachers at Brighton 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.
- Brighton Primary School will develop Individual Education Plans (IEPs) for students who are part of the 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 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

Brighton Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Brighton 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 accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Brighton Primary 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).
- Brighton 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.

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

| Layer of review/planning | Process and data used | Responsibility | Timeframe |
|---------------------------------|--|--|------------------|
| Whole School | <p>Yearly overview documents outline curriculum content covered across the school.</p> <p>PAT data, NAPLAN, Writing Progressions</p> | Leadership Team, Grade level leaders, teachers | Ongoing |
| Curriculum Areas | <p>Consistent planners for each curriculum area are used across the school. Documents guide teachers to identify the Victorian Curriculum components, core learning, assessments for learning as well as lesson sequences.</p> <p>The content covered is outlined in Grade level/Specialist Term Planners.</p> | Leadership Team, Grade level leaders, teachers | Ongoing |
| Year levels | Grade level teams meet weekly to review assessment data as well as teaching and learning sequences. In addition to whole school assessment, grade level data is used to inform the review of curriculum content. | Leadership Team, Grade level leaders, teachers | Ongoing |
| Unit and lessons | Grade level teams and Specialists teachers plan units of study that comprise lesson sequences. These include: Reading, word study, writing, mathematics, wellbeing, units of inquiry (Science, Health, The Humanities, Capabilities) and Specialist subject areas. | Grade level leaders, teachers | Ongoing |

Review of teaching practice

Brighton 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.

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](#)
- [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 including the Program of Inquiry
- Teaching and learning program for each learning area and capability
- Teaching and learning program for each year level
- Unit plans/sequence of lessons.



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Review Cycle

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| This policy was last ratified by School Council | 2024 |
| To be reviewed | 2027 |



Brighton Primary School operates within the framework of
the International Baccalaureate Primary Years Programme.