BELMONT PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY

Help for non-English speakers

If you need help to understand this policy, please contact Belmont Primary School.

PURPOSE

The purpose of this framework is to outline Belmont 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.

OVERVIEW

Belmont 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 further education.

Belmont 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

Belmont Primary School aims to provide a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Belmont 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 Belmont 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

At Belmont Primary School, we offer a well-balanced curriculum designed to build foundational knowledge and skills in key subject areas, creating a springboard for higher-level thinking, problem-solving, and creativity. As students grow in proficiency, they are empowered to reach their full potential.
The Victorian Curriculum sets out the knowledge and skills every student should learn during their first 11 years of schooling to become lifelong learners, confident individuals, and active and informed citizens prepared to navigate a diverse and changing world.

LEARNING AREAS	CAPABILITIES
THE ARTS ● Dance ● Drama ● Media Arts ● Music ● Visual Arts ● Visual Communication Design **ENGLISH** **HEALTH AND PHYSICAL EDUCATION** **THE HUMANITIES** ● Civics and Citizenship ● Economics and Business ● Geography ● History **MATHEMATICS** **SCIENCE** **TECHNOLOGIES** ● Design and Technologies ● Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

At Belmont Primary, class time is structured into a weekly timetable, with five hours of learning per day, broken into five 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 plans.

Pedagogy
The pedagogical approach at Belmont Primary is an evidence-informed, explicit and highly structured approach to teaching, underpinned by a knowledge-rich curriculum and supported by purposeful practice, discussion, application and problem solving.

ASSESSMENT

Students at Belmont 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 Belmont 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 assessments may include, but are not limited to, tests, 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.
- Belmont Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program for, 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

Belmont Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Belmont 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 Belmont Primary School, student reports, parent/teacher meetings, learning tasks and electronic student work samples will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term Two and Term Four with a parent teacher interview held at the end of Semester One. Student Support Group meetings, held each term, provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.

The report will be in a written format easy for parents/carers to understand.
Belmont 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.
- Opportunities will be provided for parents/carers to discuss the school report with teachers.
- Parent-teacher interviews, conducted yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home.

CURRICULUM AND TERACHING 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 Level	How the Curriculum is Reviewed	When is it Reviewed?	Who Conducts/Leads the Review?

Whole School	The whole-school curriculum is reviewed against the Victorian Curriculum, school priorities, SSP/AIP, curriculum coverage, time allocations and student achievement data. Curriculum audits identify areas requiring revision or further development.	**Cyclical review**, with curriculum planning for the following year occurring annually.	**Principal and Leadership Team**, with input from PLCs and teachers.
Curriculum Area	Scope and sequences, curriculum coverage, progression of knowledge and skills, assessment evidence and student achievement data are reviewed. Teachers collaborate to identify gaps, duplication and areas requiring refinement.	**Throughout the year** through PLC and team processes, with a more formal review during annual planning and the school's cyclical curriculum audit.	**PLC Leaders, Learning Specialist and relevant teaching teams**, supported by Leadership.
Year Level	Teams review the planned curriculum sequence against what students have learned, assessment data, student needs and the Victorian Curriculum. Student work is moderated and upcoming teaching is adjusted in response to evidence of learning.	**Ongoing throughout the year**, with formal review and planning at the end of the year and when developing the following year's program.	**Year-level teaching teams/PLCs**, with support and oversight from Learning Specialist and Leadership.
Unit/Lesson	Teachers use formative assessment, student work, questioning, observations and achievement data to determine whether students have learned the intended content. Teaching is adjusted, re-taught or extended as required.	**Ongoing** – lesson by lesson, unit by unit and through assessment cycles.	**Classroom teachers**, collaboratively through PLCs teams, with feedback and coaching from leaders where appropriate.

REVIEW AND TEACHING PRACTICE

Belmont 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 elements of teaching and learning.

Belmont Primary School also reviews and strengthens teaching practice through peer observation, providing teachers with opportunities to observe colleagues and receive feedback on agreed areas of teaching practice. Peer observation is a collaborative and supportive process focused on professional learning, reflection and continuous improvement. Teachers may identify a particular aspect of practice to observe, such as explicit instruction, questioning, checking for understanding, student engagement, classroom routines or the use of formative assessment. Observations and subsequent professional conversations provide opportunities to identify effective practice, reflect on the impact of teaching on student learning and determine areas for further development.

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

- 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)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2026
Consultation	Consulted with Curriculum and Policy Committee members
Approved by	Principal
Next scheduled review date	3-4 years

Appendix A- Teaching and Learning at Belmont Primary School

AREAS	BELMONT APPROACHES	TIME ALLOCATION
ENGLISH	English – Reading & Viewing, Writing, Speaking & Listening. Phonics Plus F-2, Literacy Intervention (Years 1 & 2)	Minimum 2 hours daily
MATHEMATICS	Mathematics	1 hour daily
SCIENCE	STEM	1 hours per week
HUMANITIES HISTORY, GEOGRAPHY, ECONOMICS & BUSINESS, CIVICS & CITIZENSHIP	Knowledge Rich Curriculum Literacy and Numeracy also integrated into this curriculum	3-5 hours per week
THE ARTS	Visual Arts Performing Arts	1 hour per week
HEALTH & PHYSICAL EDUCATION	Physical Education Sport Puberty Program (Grade 5 & 6) Bike Education (Grade 4) Swimming Program (Foundation -6) Camping Program (Grade 3-6) Cross Country- whole school Athletics- whole school	1 hour per week
DIGITAL TECHNOLOGIES	STEM Robotics	1 hour per week
LIBRARY	Literature / Research	30 minutes per week
WELLBEING	Student Wellbeing Programs- Resilience, Rights and Respectful Relationship, Positive Classroom Management Strategies, High Impact Wellbeing Strategies, Community Circles (Learning for Life)	1 hour per week Daily community circles

Additional programs that support teaching and learning programs:

- Assembly
- We Rock the Spectrum

- Buddies
- Incursions and excursions
- Cyber Safety