



Curriculum Framework Policy

2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact Bass Coast Specialist School on 03 5672 4474 or email on bass.coast.ss@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Bass Coast Specialist 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, Mathematics, English, Science and Humanities curriculum plans.

OVERVIEW

Bass Coast Specialist 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.

Bass Coast Specialist 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](#)
 - [Holocaust Education – Delivery Requirements](#)

Bass Coast Specialist School aims to deliver educational excellence and lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our school promotes independence through active 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, that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Bass Coast Specialist School delivers a planned and structured curriculum that supports all students to achieve academic, social, and emotional success, helping them become active members of their communities. Our school follows the Foundational/Emergent Stage curriculum, aligned with our whole-school practices and daily routines. At Bass Coast Specialist School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 15-45-minute sessions depending on the learning needs of the group.

Bass Coast Specialist School adopts a classroom-based learning program to provide students with opportunities for increased connectedness to their teachers and peers.

9:00 – 9:15 transition and pastoral care

9:15 – 9:30 classroom routine/table work/huff & puff (depending on sub school)

9:30 – 11:00 explicit teaching activities – literacy, numeracy and social capabilities circle time, hand on learning, and zones of regulation

11:30 – 12:00 outdoor play

12:00 – 1:30 further learning addressing the Victorian Curriculum A – 3+

1:30 – 2:30 lunch and supervised outdoor play

2:30 – 3:00 daily reflection, connection with families, and individual care

Further information on how our school implements the curriculum, including the learning areas, 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 plan.

Language provision

Bass Coast Specialist School will deliver AAC language systems to students, based on their communication needs.

Pedagogy

The pedagogical approach at Bass Coast Specialist School is our students are taught in specialised settings and attend small groups with a high degree of staffing. We follow instructional techniques and strategies that allow learning. Our pedagogical practices are underpinned by evidence-based research and theory. Educators facilitate student learning by planning a rich environment with routines and play-based experiences that may be linked to learning goals appropriate to students' unique and holistic development; using development theory, educators observe children to understand and interpret their development and individual differences.

Assessment

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

Students at Bass Coast Specialist School 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 Bass Coast Specialist 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.

Students at Bass Coast Specialist School have multiple and varied opportunities to demonstrate learning growth. Teachers use a broad base of ongoing assessments to capture each student's learning growth in line with their Individual Education Plans (IEPs). Individual Education Plans (IEPs) are developed for all students who are part of the Program for Students with a Disability (PSD), Aboriginal and Torres Strait Islander students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies. Each student's Individual Education Plan (IEP) is aligned with BCSS curriculum, derived from the Victorian Curriculum. Where possible, teachers participate in assessment moderation tasks so that all teachers can apply consistent judgements of student progress.

Reporting

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

- Bass Coast Specialist 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).
- Bass Coast Specialist 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.

Student support group meetings, offered every term, 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 of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Whole school curriculum is guided by our School Strategic Plan	Leadership team	Yearly
Curriculum Areas	Moderated whole school numeracy assessment, LLARS phonemic testing, Victorian Pathways Certificate	Leadership team	Yearly
Year levels	Collaborative planning, formative and summative assessments, common assessments tasks which are modified for our students	Teachers, Sub school leaders	Termly
Units and lessons	Collaborative planning, formative and summative assessments, common assessments tasks which are modified for our students, teacher observations and judgement	Teachers, Sub school leaders	As required per unit (weekly or every 4-7 weeks)
IEP's	Monitor and review individual student IEP progress through monitoring goal task analysis	Classroom and Specialist Teachers	Ongoing

Review of teaching practice

Bass Coast Specialist 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](#)
 - [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	August 2025
Approved by	Robert Sands, Principal
Next scheduled review date	August 2029