



Branxholme-Wallacedale Community School

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CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school's Administration Office.

PURPOSE

The purpose of this framework is to outline Branxholme Wallacedale Community 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

Branxholme Wallacedale Community 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.

Branxholme Wallacedale Community 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](#)

VISION

Branxholme Wallacedale Community School's vision is:

Live, Learn Grow.

Branxholme Wallacedale Community School is a Child Safe School – we have zero tolerance for child abuse.

MISSION

Branxholme Wallacedale Community School's mission is:

BWCS strives to provide an engaging and individualised learning environment for all students. We seek to educate the whole child to become self-directed lifelong learners who contribute to a local and global society. Our school community is comprised of highly committed and talented individuals who endeavour to give their best, each and every day. We develop strong health partnerships with parents, students, teachers, and the wider community.

OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

VALUES

Branxholme Wallacedale Community School's values are Resilience, Integrity, Safety and Endeavour. (RISE)

Resilience – focusing on the three pillars of Gratitude, Empathy and Mindfulness (GEM)

Integrity – being honest, listening to your own inner voice about what is right, and behaving in ways that earn the trust of others, as well as standing up for ourselves and others.

Safety – anything that we do to protect ourselves and others from harmful situations.

Endeavour – striving to do our best.

IMPLEMENTATION

Branxholme-Wallacedale Community School is a small rural school that values a friendly, caring environment that promotes learning, personal growth and well-being for students and excellence in literacy and numeracy through high quality teaching programs that stimulate and guide learners to reflect on their learning. We are based in the township of Branxholme (Kurtuk-Kurtuk) 25kms south of Hamilton. We live, learn and grow on Gunditjmara Country.

Branxholme Wallacedale Community School believes working together will give students an extraordinary education.

Our school has a relaxed atmosphere and good outcomes at the same time. Children are keen on learning and enthusiastic about coming to school. The most common comment that visitors make is that it feels like an extended family. Everybody knows everybody, and individuals feel valued.

Branxholme Wallacedale Community School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. The school continually strives to live up to its mission statement 'Live, Learn, Grow.'

Students, staff, and members of our school community are encouraged to live and demonstrate our core values of:

Resilience
Integrity
Safety
Endeavour

We feel that these values offer the best chance of a happy, fulfilling, and engaging life. The culture of the school supports the achievement of these values, and we are overjoyed that our students and graduates demonstrate them. A big part of this is our emphasis on confidence and effective communication skills. These are not so much taught as learned through the daily lifestyle of the school.

Branxholme Wallacedale Community School encourages a love of learning and academic excellence, while allowing and assisting children to grow into valuable human beings.

Branxholme Wallacedale Community School recognises children for what they are: physical, thinking and feeling beings. It allows them the time and space to develop these given attributes and to learn to express them responsibly. The positive spirit of the community surrounding the young person is an essential ingredient.

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What meets the eye of a visitor to the school, is happy children. The difference is subtle. But the difference becomes obvious through the child's development over time. Our past students demonstrate a love of learning and exude a faith in and care for their world. They use their unique qualities to advance their personal growth and for the good of others.

We are committed to weaving Indigenous culture throughout our days. An understanding of and respect for Australia's Indigenous peoples — their personal histories, beliefs and values, languages, and lifestyles — is important in many ways. We weave the Indigenous story into the fabric of education through teaching about Indigenous cultures and perspectives in our school. Embedding Aboriginal and Torres Strait Islander perspectives enhances the educational experiences of both Indigenous and non-Indigenous students. It will not only give our students a more accurate and richer understanding of Australia's history and culture, but it will also help them to understand how we got to where we are today; and how we might move forward together. It is about reconciliation.

Our school community has developed its facilities over the years and offers large modern classrooms with small class sizes, comfortable and inclusive learning spaces and a modern multi-purpose room providing a perfect environment for primary education. Branhholme-Wallacedale Community School is a school with a proud history and an exciting future.

BWCS strives to provide an engaging and individualised learning environment for all learners. We seek to educate the whole child to become a self-directed lifelong learner who contributes to a local and global society. Our school community is comprised of highly committed and talented individuals who endeavour to give their best, each day. We develop strong healthy partnerships with students, parents, teachers, and the wider community.

Literacy and numeracy are taught through high quality evidence-based teaching programs that stimulate and guide learners. The school values educational partnerships that see students, staff, parents, and community members working together for all students.

We provide an extensive and balanced curriculum that includes specialist classes in humanities, music, LOTE (Auslan), art, physical education, science and the visiting MARC library.

We are committed to implementing the School-Wide Positive Behaviour framework which brings together our school community and supports our established positive, safe, supportive learning culture. SWPBS assists us to improve social, emotional, behavioural and academic outcomes for our students.

The school camps policy sees all students involved in camps. BWCS uses ICT tools daily to enhance learning and to develop students' skills, with one-to-one laptops and iPads to cater for whole-class activities. The school also provides wide opportunities for intra- and inter-school sport: athletics, cross-country, swimming, Sporting School's events and programs, Hoop Time basketball and Blast cricket. We have an extensive successful history at the Hamilton Eisteddfod with all our students participating annually in singing, instrumental and, speech and drama sections.

The school is set in a beautiful environment, including a native garden, vegetable patch, fruit trees and chickens. We are a Nude Food school and actively involved with Gener8 Change and the Vic Kids Eat Well programs. GenR8 change is a community-driven approach that involves the whole community and considers all the factors that influence our food and physical activity choices. Vic Kids Eat Well provides us with support to offer healthy food and drink options to students.

Our focus is on simple changes and healthy swaps that make a big impact. We are committed to creating an environment that makes the healthy choice, the easy choice. We have a Breakfast Club and Live, Learn and Grow program (garden, cooking, passion projects and fine and gross motor program) to support our healthy eating policy. Students run the Camp Kitchen as a business venture employing influences from all programs. We recycle, compost, and engage in activities such as class gardening. Our student cooking program is committed to healthy eating. We aim to empower students to participate in sustainability both inside and outside the classroom.

The teaching staff are experienced and committed to achieving the best for all students. They regularly engage in evidence based professional learning, are reflective in their teaching and learning processes, and implement all programs whole-heartedly and effectively. There is a dedicated team element in all school activities and structures. The school is well resourced, and we know and understand all our pupils and their learning needs.

Our staff happily endure the pressures of being an educator because they feel they have a worthwhile goal of betterment for their students. We know that we are giving our students something special, something that makes their young lives more satisfying, as well as better preparing them for their future. We are inspired and motivated by the opportunity to help raise children to become happy, capable, and caring adults – people the world is the better for having.

Assessment

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

Students at Branhholme Wallacedale Community 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 Branhholme Wallacedale Community 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.*
- *Branhholme Wallacedale Community 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 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

Branhholme Wallacedale Community School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Branhholme Wallace 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.

- *Branhholme Wallacedale Community 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and students.

Student led interviews are conducted at the end of semester one and parent interviews are offered at the end of the year to 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

The curriculum at all levels is constantly being reviewed. All classes must have a vast degree of differentiation to ensure all levels of the curriculum are taught to the children's point of need.

The principal reviews the weekly timetable each week and it is sent out in the Staff Bulletin.

The whole school curriculum is reviewed each year.

Review of teaching practice

Branxholme Wallacedale Community 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.

Domain	Hours Per Week (25 hours)
Literacy	10
Numeracy	5
Integrated Curriculum covering Science, Cooking, Gardening, Hands On, Wellbeing, Humanities & Technologies	6
LOTE (Auslan)	1
Music	1
PE, Health and Dance	2
Art	1
TOTAL	25 per week

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)

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- [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
 - BWCS instructional playbook
 - Indigenous Studies, Science, RRRRs, Humanities, The Arts, Music, and LOTE (Auslan) curriculum cycle

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	School Council
Approved by	Principal - Natalie Bennett
Next scheduled review date (every 3-4 years)	May 2029