



BFPS CURRICULUM FRAMEWORK POLICY

DUE FOR REVIEW

August 2024

PURPOSE

This document is an overview of the teaching and learning practised at Banyan Fields Primary School.

OVERVIEW

Banyan Fields Primary School uses the Victorian Curriculum to plan for student needs and report on student progress. The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The Victorian Curriculum incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Banyan Fields Primary School provides a comprehensive curriculum with a strong focus on literacy, numeracy and wellbeing. Banyan Fields Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

CURRICULUM PLAN

Banyan Fields Primary School documents the key strategies for improvement in student learning outcomes through the School Strategic Plan, this is reviewed annually as part of the Annual Implementation Plan reflected in Whole school professional development and curriculum plans.

Banyan fields Primary schools ensures a comprehensive curriculum program which meets the minimum standards for school registration through the development of the *Whole School Curriculum Plan* which outlines the time allocations across the eight learning areas and how the curriculum is organised across Years Foundation to 6.

In English, students literacy skills are developed through targeted teaching and learning experiences. Students' individual abilities are monitored using formal and ongoing assessment practices in order to provide learning opportunities that caters for the identified needs of each student. We are focused on developing students' oral language, reading, writing and listening skills through development of their word attack strategies, text comprehension, vocabulary and fluency.

In Mathematics, students develop skills and mathematical understandings in fluency & language, logical reasoning, analytical thought and problem solving. Students' individual abilities are monitored using formal and ongoing assessment practices in order to provide learning opportunities that caters for the identified needs of each student. We are focused on developing student understandings of mathematical concepts by providing opportunities for consolidation and application of learning through authentic experiences.

Digital Technologies are an integral part of student learning at Banyan Fields Primary School. Students have access to a wide range of digital technologies, students have access to iPads, chrome books and laptops to support student daily learning.

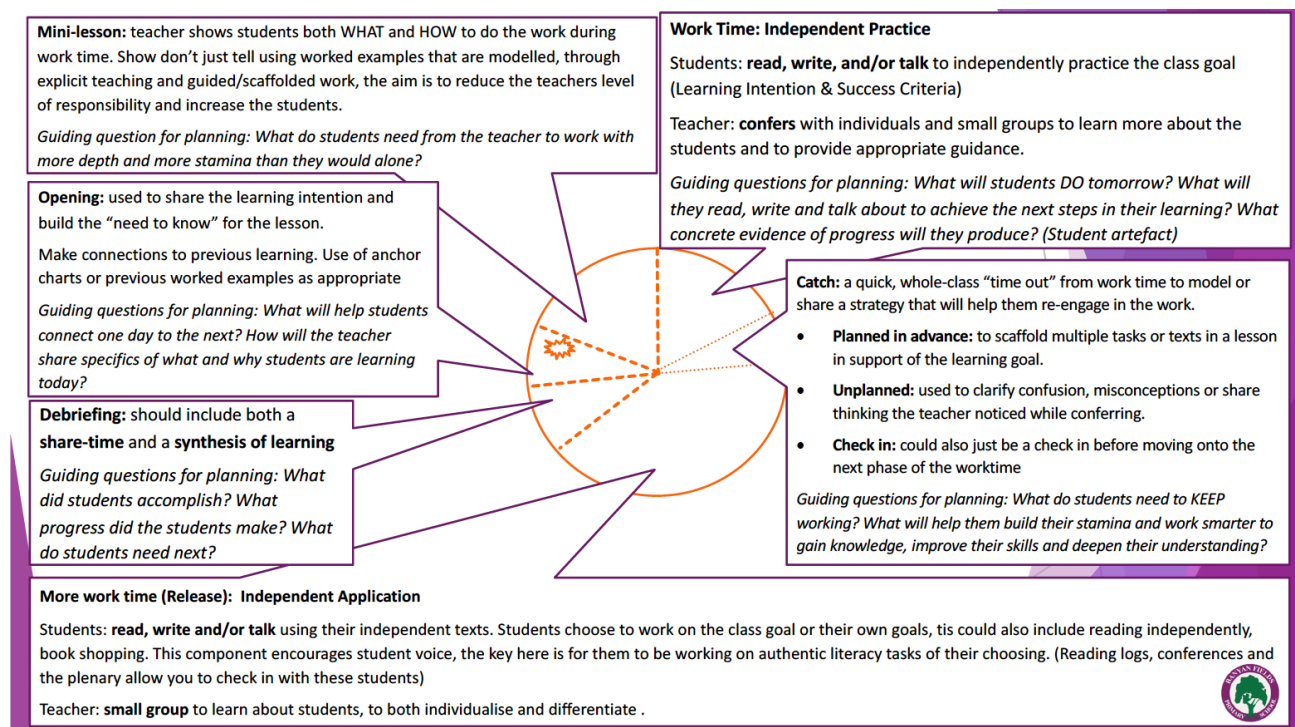
The Specialist program at Banyan Fields provide students with instruction in Physical Education, Language (Auslan), and The Arts and Science.

Year Level Teams meet for a minimum of 3 hours per week. Their focus in these sessions is to use an inquiry cycle to plan and implement plans to meet the needs of their students using the FISO Improvement Cycle in Literacy and Numeracy, regularly reviewing student data and adjusting planning and continue to build the capacity of teacher for improved teacher practise.

Teachers plan collaboratively in year level teams reflecting on student data and the Victoria Curriculum requirements. Plans are developed in alignment with the Whole School Curriculum Plan, school wide scope and sequences and unit planners, with all planning aligned to the Victorian curriculum and adjusted to meet student learning priorities based on formative and summative assessment data. The school reviews the Whole School Curriculum Plan and Scope and sequences annually, while year level teams regularly review their unit planners and weekly planners to ensure they deliver a guaranteed and viable curriculum for all students.

Teaching in Literacy and Numeracy is scaffolded through the school instructional model known as ‘The workshop’ which harnesses the gradual release of responsibility to develop students ability to move from modelled and guided instruction to independently applying their learning. Students take part in whole class explicit instruction, small group and individual reading, writing and maths conferences.

Banyan Fields Primary School Instructional Model



ASSESSMENT & REPORTING

Banyan Fields Primary School meets Commonwealth Government student reporting requirements, by ensuring we implement ongoing assessment practices, monitoring, recording student performance and ensuring parents and carers have access to accurate information about their student’s performance. This is undertaken by providing written reports each semester. Both student achievement and progress is provided in our written reports to parents and carers, which includes progression data for all curriculum areas taught throughout the year in addition to continuum tracker progress which is aligned to the Victorian Curriculum.

Our continuum trackers are updated each term and available for viewing, with the continuum trackers showing students level of achievement as either beginning, consolidated or achieved for each statement.

Parents and carers are also provided with three interview opportunities per year where they can be updated on student progress.

Students' individual abilities are monitored using formal and ongoing assessment practices in order to provide learning opportunities that caters for the identified needs of each student. Student data is moderated and analysed at an individual teacher, year level team and whole school level. This data is then used to plan for class and individual student needs. In addition to this Individual Education Plan's are developed for students who are part of the Program for Students with Disabilities, Out of Home Care, ATSI and Koorie students with termly Student Support Group meetings with parents and carers to review and develop new plans.

Student data is collected through ongoing formative assessment tasks and observation in addition to summative assessment tasks as outlined in the school wide assessment schedule which is reviewed annually as well as adjusted as required throughout the year.

Examples of the type of data collected and analysed includes;

- Observational notes
- Student artefacts
- Common assessment tasks including termly writing tasks
- English Online interview for Early Years only
- Fountas and Pinnell Reading Benchmark Assessment System
- Concepts about Print
- Letter ID and Sounds
- PAT Reading, Vocabulary and Maths
- Naplan Data
- Maths Online Interview for Early Years or as required for middle to upper years

Teachers provide ongoing feedback to students and collaboratively set meaningful goals with students, as well as provide opportunities for students to evidence growth against these goals.

FURTHER INFORMATION AND RESOURCES

School Based Documentation

- School Strategic Plan
- Annual Implementation Plan
- Whole School Curriculum Plan
- Scope and Sequence Documents
- Assessment Schedule
- Teaching and Learning Non-Negotiables
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Camps and Excursions Policy
- Homework Policy
- Digital Technologies (Internet, Social Media and Digital Devices) Policy

Department Resources

- [DET Assessment of Student Achievement and Progress Foundation to 10](#)

- [Victorian Curriculum and Assessment Authority](#)
- [Framework for Improving Student Outcomes](#)
- [Curriculum Programs Foundation to Year 10](#)
- [Students with Disability](#)
- [Koorie Education](#)

REVIEW CYCLE AND EVALUATION

- This policy was last updated in August 2020 and is scheduled for review in August 2024.