



BFPS CURRICULUM FRAMEWORK POLICY



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Banyan Fields Primary School on 9782 1333.

RATIONALE

This organisational Policy provides the structure of the Banyan Fields Primary School Teaching and Learning Framework.

PURPOSE

To provide the school community with a clear, visual description of how Banyan Fields Primary School delivers DETs mandated Victorian Curriculum Framework for Foundation to Year 6. The Curriculum Policy will provide staff, students, parents and the wider community with a clear outline of how Banyan Fields Primary School operationalises its vision, mission and values through curriculum design and delivery.

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.

OUR VISION

Banyan Fields Primary School is a proud and inclusive learning community. We provide education in an environment where students love to learn whilst feeling supported by our caring staff. Everybody feels safe and happy coming to school each day.

OUR VALUES

Banyan Fields Primary School's values are: Belonging, Resilience, Ambition and Integrity.

Our school values are the basis for all interactions. The School Council believes these values are accepted within our community. Our values are:

Belonging: Including everyone using the common themes of acceptance; tolerance; caring and loyalty.

Resilience: Bouncing back using the common themes of learning from mistakes; mental toughness and never give up, even when it is hard.

Ambition: My very best effort using the common themes of high expectations of myself and others; spirit; future success; self-belief and doing my very best.

Integrity: Always doing the right thing using the common themes of truth, honesty and trust.

Professional Behaviours (Berry Street expectations?)

At Banyan Fields, we aspire to be a place where:

- students achieve their full potential, enjoy, feel safe and identify with their school
- staff are supported professionally in an excellent working environment which encourages a lifelong passion for creativity, innovation, and learning
- society benefits through the contributions of the Banyan Fields Primary School community

The curriculum therefore aims to help students to:

- Develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to mental and physical tasks.
- Acquire knowledge, skills and practical abilities that are relevant to life long learning
- Develop the effective use of language, number and ICT skills.
- Understand the world in which they live and to recognise the interdependence of individuals, groups and nations.
- Develop respect for spiritual and moral values and tolerance towards other races, religions and ways of life.
- Appreciate human achievements and aspirations.
- Develop skills and understanding to take their place in a democratic society as responsible citizens able to exercise their rights and duties.

GUIDELINES:

At Banyan Fields Primary school we will

- Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- Comply with all DET guidelines about the length of student instruction time required in Victorian schools
- Offer a broad range of programs to meet the demands of students.
- Design programs to enhance effective learning
- Consider program budgets when designing teaching and learning programs
- Provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities, impairments and students from different language backgrounds other than English
- Identify and cater for the different needs of particular cohorts of students when developing its curriculum plan
- Victorian Curriculum will be used as a framework for curriculum development and its delivery from Foundation to 6 will be in accordance with DET policy and guidelines

- Do a curriculum audit annually from Foundation to Year 6 to enable CTMs to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed and which need to be modified to inform future curriculum planning
- Meeting DEECD requirements related to the teaching of Physical Education, LOTE and EAL will continue to be implemented
- Use of ICT will be integrated across the curriculum to support the improvement of teaching and learning outcomes
- Use of digital technologies will be used to enhance curriculum.
- In collaboration with the curriculum team and CTM Leaders determine the curriculum for the following year based on student needs and the priorities outlined in the Banyan Fields Primary School Strategic Plan and Annual Implementation Plan.

WHOLE SCHOOL 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 cater 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 continuing to build the capacity of teachers for improved teacher practice.

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 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.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes and staff training
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

FURTHER INFORMATION AND RESOURCE

Date to be reviewed	August 2024
Date Implemented	
Date to be reviewed	
Approved by	

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.