

# 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.

## PURPOSE

The purpose of this framework is to outline Banyan Fields 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 planning, scope and sequences, curriculum areas, year level and unit and lesson plans.

## OVERVIEW

Banyan Fields 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 work, training, or further education.

Banyan Fields 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](#)

Banyan Fields Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community.

## 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.

## MISSION

At Banyan Fields Primary School's we are Learning to Thrive.

Students, staff and members of our school community are encouraged to live and demonstrate our core values of Belonging, Resilience, Ambition and Integrity.

## VALUES

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.

Banyan Fields Primary School utilises the Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement.

**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.

## IMPLEMENTATION

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 Planning 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 to provide learning opportunities that cater to each student's identified needs.

At Banyan Fields we strive to provide all the necessary skills children need to be successful readers and spellers. To achieve this, we use the Little Learners Program in Foundation to 2. This program is an explicit and sequential literacy approach for teaching children to read, write and spell. In 3-6 students continue to develop knowledge of spelling rules through the Spelling Mastery Program. In Literacy, we are focused on developing students' oral language, reading, writing, and listening skills through the development of their decoding and encoding, text comprehension, vocabulary, and fluency in all year levels. All students build their grammar and punctuation knowledge through explicit instruction in Literacy sessions.

**In Mathematics**, we are committed to nurturing a deep understanding of numeracy through our unique, structured, yet dynamic approach. Our curriculum is meticulously designed around the Big Ideas, which are the cornerstone of mathematical thinking. We have structured our program into distinct curriculum blocks to bolster structured learning. These blocks enable focused instruction on specific areas, with a strong emphasis on the importance of numbers.

By creating a supportive and challenging learning environment, we nurture a positive attitude towards mathematics and empower students to reach their full potential. Whether developing basic skills or tackling advanced problems, our students are equipped to succeed and excel in their mathematical journey.

**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 STEM

Year Level Teams meet for a minimum of 3 hours per week. Their focus in these sessions is to implement plans to meet the needs of their students, 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.

### Language provision

Banyan Fields Primary School will deliver Auslan as a Language, as incorporating Auslan has many benefits for both deaf and hearing children. Sign language can:

- enhance children's educational and personal development
- increase memory retention and motion processing
- stimulate brain development and mental flexibility
- increase enjoyment in communicating for both hearing and deaf children.

### Pedagogy

At Banyan Fields Primary School lessons are taught using the whole school Instructional Model. All lessons follow the same basic lesson structure to ensure the best learning outcomes for our students. By carefully planning and delivering quality lessons through this systematic instructional model, students have the best opportunity for success. Every classroom, across all levels, follows this instructional model.

Students will know to expect an introduction that includes learning intentions and success criteria to begin, followed by an explicit teaching session. Students will then have time to practise and apply their learning whilst being monitored to see areas for extensions or further support. Students will then have an opportunity to reflect on their learning and share their understanding. At each stage teachers will employ the Berry Street model to create an environment where students can thrive.

### Assessment

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

Students at Banyan Fields 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.

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.

- Teachers at Banyan Fields 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 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.
- Banyan Fields Primary 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

Banyan Fields Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Banyan Fields 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 Banyan Fields Primary School reports will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Banyan Fields 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.
- 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).
- Banyan Fields Primary 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.
- Parent teacher interviews will be conducted twice a year, enabling teachers, parents and students to discuss students progress and how they can continue to be supported at home. Interpreting services will be made available where required.

Examples of the type of data collected and analysed includes;

- Observational notes
- Common assessment tasks
- English Online interview for Early Years only
- DIBELS
- Little Learners Assessments
- 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.

## 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     |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------|
| <b>Whole school</b>                      | A Whole School Curriculum review will take place every four years. The Leadership Team will document through its Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan. | Leadership Team<br><br>School Improvement Team | Every 4 years |
| <b>Curriculum Areas</b>                  | Curriculum Leaders and Professional Learning Teams review scope and sequences and curriculum plans based on school data and the schools curriculum plans                                                                                                               | Leadership Team<br><br>Curriculum Leaders      | Every year    |
| <b>Year levels and Units and lessons</b> | Teams Leaders and Professional Learning Teams review and refine units of work in an ongoing capacity.                                                                                                                                                                  | Professional Learning Teams                    | Ongoing       |

### Review of teaching practice

Banyan Fields 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 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.

## 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)
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

## FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
  - o [Curriculum Programs Foundation to 10](#)
  - o [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
  - o [Assessment of Student Achievement and Progress Foundation to 10](#)
  - o [Digital Learning in Schools](#)
  - o [Students with Disability](#)
  - o [Koorie Education](#)
  - o [Languages Education](#)
  - o [Physical and Sport Education — Delivery Requirements](#)
  - o [Holocaust Education](#)
  - o [Reporting Student Achievement and Progress Foundation to 10](#)
  - o [Sexuality and Consent Education](#)
  - o [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
  - o whole school curriculum planning documents
  - o teaching and learning program for each learning area and capability
  - o teaching and learning program for each year level
  - o unit plans/sequence of lessons.

## POLICY REVIEW AND APPROVAL

|                            |                       |
|----------------------------|-----------------------|
| Policy last reviewed       | August 2024           |
| Approved by                | Natalie Jones Pinkett |
| Next scheduled review date | August 2026           |