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## CURRICULUM FRAMEWORK POLICY

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Barrawang Primary School's teaching and learning program provides all students enrolled at the school with a planned and structured school-based curriculum program. The Victorian Curriculum F–10 (inclusive of Levels A-D) sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

At Barrawang Primary School we are focussed on igniting our students' curiosity about the world in which we live. Our curriculum program is based on the Victorian Curriculum. We endeavour to incorporate our students' interests and passions into our curriculum planning and use our assessment practices to determine the level of learning for each individual child.

Students at Barrawang Primary School are immersed in inquiry learning on a daily basis. Students' questions, areas of interest and learning styles provide the foundation for the development of the termly Inquiry units.

Authentic links are made to the three modes of English (Reading, Writing and Speaking & Listening) through exploration of relevant purposes for writing and texts which support understanding of the concepts explored.

Wherever possible, links are made to the Mathematics curriculum. Where there are authentic links to the Inquiry unit, mathematical concepts are explored within that context. If there are no natural links, then the mathematical content is explicitly explored including through open ended tasks, real life situations and authentic experiences.

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## CURRICULUM PROVISIONS

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Barrawang Primary School will provide a teaching and learning program that will address the specific needs of students in relation to gender, additional learning needs, disabilities and impairments, giftedness, and students from culturally and linguistically diverse backgrounds.

Barrawang Primary School will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan, including in response to students transitioning to Barrawang from other schools.



# BARRAWANG PRIMARY SCHOOL

School number: 5585

Address: 7 Islington Street, Wollert 3754

Telephone: 8652 8590

Email: [barrawang.psl@education.vic.gov.au](mailto:barrawang.psl@education.vic.gov.au)

Website: [www.barrawangps.vic.edu.au](http://www.barrawangps.vic.edu.au)

- comply with all DET guidelines about the length of student instruction time required in Victorian schools
- resource programs with a viable Program Budget process.

Students will be organised into learning teams which correspond with the Victorian Curriculum bands of schooling:

- Foundation (Prep)
- Years 1 and 2
- Years 3 and 4
- Years 5 and 6

Barrawang Primary School has developed a program that ensures all the learning areas are substantially address across the year levels and bands of schooling. Our teaching and learning program is structured with a strong emphasis on the development of highly literate, numerate, and curious students. Our whole school Victorian Curriculum plan sets out the organisation and allocation of time for each of the learning areas and capabilities and our whole school timetable ensure implementation on a weekly basis.

The learning environments at Barrawang Primary School cater for all students, including students with additional needs, to participate in the instructional model and facilitate a learning and learner- centred approach. The learning communities support and enhance a full range of learning which includes a variety of learning and teaching activities for a range of group sizes from individual, one to one, small collaborative groups to larger group learning including:

- direct, explicit teaching, demonstration, and presentation
- meetings for discussion, planning and decision-making
- structured and free-form interaction and collaboration
- quiet reflective activities and/or individual research
- rehearsal and performance
- gatherings, assemblies ceremonies
- indoor and outdoor learning environments.



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The individual needs of students with additional needs are recognised with detailed planning including making reasonable adjustments to their learning programs. This may include students who are out of home care, students with a disability, learning difficulty or for whom English is an additional language. Support staff, allied health professionals and external agencies work with students and families to maximise student learning and cater for their individual needs.

**English** will be undertaken daily with focussed sessions for reading and writing. These will be implemented with students in like needs groups. Speaking and listening skills will be explicitly developed during both reading and writing sessions and will be practiced and utilised during all other areas of the curriculum and the weekly assembly.

**Mathematics** will be undertaken daily with focussed sessions for the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Sessions will be implemented with students in like needs groups and will focus on the use of the maths Proficiencies. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are fundamental to learning mathematics and working mathematically and will be developed through hands on application of mathematics skills and understandings using real-life problem-solving contexts.

**Our Inquiry Learning** approach underpinned by Kath Murdoch's Inquiry Cycle will be utilised to design learning experiences that focus on and enable the skills and knowledge of the following Victorian Curriculum learning areas and capabilities to be developed:

- History
- Geography
- Civics and Citizenship
- Science
- Economics and Business

Weekly **sporting opportunities** will be provided to all students through our comprehensive physical education program. Students in year 5-6 will also have the opportunity to participate in an interschool sporting program.

We will provide a camping program to enable children to develop skills and understandings in the area of outdoor education and to build their wellbeing and their social, emotional and positive relationships skills. A swimming program will also be offered by the school.



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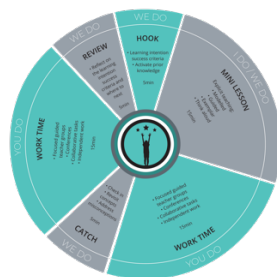
**Communications Technologies (ICT)** will be integrated across the curriculum to support the improvement of teaching and learning outcomes, adhering to DET's School Policy & Advisory Guide 'Digital learning in Schools Policy' and the school's Digital Learning (Internet, social media and digital devices) policy.

Specialist teachers provide instruction in Physical Education, STEM, The Arts, and Language (from 2024). Interdisciplinary, personal, and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education experiences and excursion initiatives.

**Wellbeing** at Barrawang Primary School (interim name) is embedded in our engagement and curriculum policies by creating an educational environment and curriculum that is inclusive and meaningful to all students. This fosters the wellbeing and social development of students, implementing a whole school social skills program and strongly promoting the school values of R.E.A.C.H. This will see weekly wellbeing sessions included in the whole school timetable so that the school values and behavioural expectations can also be explicitly taught and social and emotional wellbeing can be fostered along with the development of positive relationships. The personal and social capability curriculum will underpin the learning in this area.

## INSTRUCTIONAL MODEL

The Gradual Release of Responsibility instructional model seeks to direct classroom instruction from teacher-centred, whole group delivery to student-centred collaboration and independent practice. This model will provide teachers with a framework for instructional planning, instructional delivery and assessment. It will result in greater consistency in the delivery of curriculum by identifying effective research based instructional practices and supporting teachers to design and deliver learning that addresses the diverse needs of all students.





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## ASSESSMENT AND REPORTING

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Barrawang Primary School is committed to ensuring that every student has the best opportunity to achieve their full potential. Each semester our reporting of student progress to parents/carers is made up of three components.

1. Student Progressive Reports distributed after each 5 week unit of learning, focusing on student achievement in literacy and mathematics for each unit. Progressive reports clearly identify an overview of the focus for the unit of learning, a picture of student learning, a rating for effort and behaviour and a rating for the essential learnings addressed for that child throughout the unit.

2. Student Semester Reports, distributed each semester, designed to clearly document your child's achievements against the standards set in the Victorian Curriculum. Teachers will also provide information about the student's engagement and wellbeing so parents/carers are fully informed in relation to the learning and development of the whole child. As per Commonwealth reporting requirements:

- A five-point scale will be used when reporting on student achievement and progress.
- 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.

3. 3-way conferences, enabling an opportunity for all parties to discuss the child's progress and how to continue to support them at home. Interpreting services will be made available for communicating with parents/carers who require assistance in understanding their child's achievement and progress.

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## FURTHER INFORMATION AND RESOURCES

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- Barrawang Primary School Statement of Values and School Philosophy
- Barrawang Primary School Community Code of Conduct
- Barrawang Primary School Student Wellbeing and Engagement Policy Barrawang Primary School Child Safety Policy

REVIEW CYCLE This policy will be approved by the School Council in February 2023 and is scheduled for review in November 2024.