



CURRICULUM POLICY

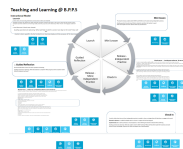
Boroondara Park Primary School

Boroondara Park Primary School's (BPPS) core purpose is to offer the widest possible range of experiences and educational opportunities so that all students have the opportunity to succeed. Its curriculum and pedagogy encompasses core discipline-based learning complemented by studies in languages, the arts and physical education. The school's priority is to develop the whole child – socially, emotionally, academically, culturally and physically within a caring and supportive environment. While catering for all ability levels and learning styles, staff focus is on maximising achievement for every student in English, Mathematics and the Humanities. A comprehensive EAL program for students across all year levels, literacy intervention programs and a range of specialist programs are offered.

At Boroondara Park P.S., our curriculum is designed using a balanced approach of explicit teaching and inquiry. We do this through the use of an agreed instructional model that incorporates High Impact Teaching Strategies and an agreed planning process and template of documentation. Differentiation is the cornerstone of the strategies we employ. Differentiation refers to the need to tailor teaching environments and practices to create appropriately different learning experiences for individual students.

Boroondara Park Primary School uses The Victorian Teaching and Learning Model to inform whole school improvement and classroom practice. The Victorian Teaching and Learning Model consists of four components: The Vision for Learning, Practice Principles, Pedagogical Model and HITs (High Impact Teaching Strategies). Underpinning this is the (Framework for Improving Student Outcomes) FISO Improvement Model, FISO Continua of Practice and FISO Improvement Cycle.

The following is a link to our school's Teaching and Learning model - <https://tinyurl.com/y8o6hy9s>



The following is a Link to the [Teaching and Learning at BPPS](#).

The Victorian Curriculum is used as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing the Curriculum Plan, the school will provide 25 hours of student instruction per week.

Curriculum Time Allocation

Victorian Curriculum Learning Areas	Description	Expected Time Allocation
English	English learning will encompass the modes of Reading and Viewing, Writing (including Handwriting) and Speaking and Listening. This can include integrating literacy teaching across other areas of learning.	14 sessions per week 6 x Reading & Viewing,

	Students on the EAL Continuum are provided with differentiated tasks to meet their individual needs.	6 x Writing, 2 x Oral Language - F-2 3-6 Timetable 14 sessions per week 6 x Reading & Viewing, 6 x Writing, 2 x Oral Language - 3-6
Mathematics	Mathematics teaching encompasses the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum.	5 sessions per week
Science	The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum is divided as Science Understanding comprised of: Science as a Human Endeavour, Biological Science, Chemical Science, Earth and Space Sciences and Physical Sciences and Science Inquiry Skills.	
Humanities	The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnection with the environment. Humanities include History, Geography, Civics and Citizenship and Economics and Business. Humanities is taught via an integrated approach.	
Languages	A French language program is delivered across all year levels Foundation - 6 by a qualified teacher.	50 minutes per week
Physical Education	All students participate in a specialist PE session each week. Team sport also occurs. Additionally, Year 5 and 6 participate in interschool sport.	50 minutes per week plus an additional 50 minutes for Team Level sport and 100 minutes each week Grade 5/6 interschool sport.
Visual and Performing Arts	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally	50 minutes per week each
The Capabilities	The Capabilities include, Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capabilities. These Capabilities will be embedded across the whole school curriculum	
Technologies	Digital technologies involves students learning how to use technologies to create innovative solutions. In Technologies students use design thinking and technologies to generate and produce design solutions.	

	Supported by Digital Technologies Policy	
EAL Support	English as an additional language program operates for two days each week. Students who are new arrivals/meet the requirements of the program are withdrawn for lessons in a purpose fit EAL classroom. The EAL developmental continuum is the main resource utilized to assess and plan for the student's needs.	The EAL program operates for two days each week.
Literacy Support	Literacy support is provided to students in Grade 1 and 2. Students are withdrawn from their classroom with the curriculum delivered in a purpose set up learning space. In Term 3 and 4 students in Foundation who are at risk of not meeting Level 5 reading benchmark are fast-tracked through the program.	The program operates for three days a week with students attending 2 x 50 mins (Grade 2) and 3 x 50 minutes (Grade 1)

BPPS Teaching and Learning Leaders
Principal, Assistant Principal and Leading Teacher (Curriculum)
Learning Specialist: Literacy Leader – oversees Literacy across the school Learning Specialist: Student Voice, Agency and Wellbeing
Curriculum Leaders at each level: Foundation, Team 1/2, Team 3/4, Team 5/6 and the Specialist Team. Curriculum leaders are responsible for core curriculum development in their respective area and are responsible for defining Pedagogy, Programs and Assessment as well as ensuring that the delivery of curriculum is consistent in practice across the school.
School Improvement Team (SIT) Principal, Assistant Principal, Leading Teacher (Curriculum), Learning Specialist (Literacy) and Learning specialist (Student Voice, Agency and Wellbeing).

CURRICULUM GOALS

To plan and implement a dynamic curriculum program that is:

- outcome focused - using formative and summative assessment
- engaging and informed by our Vision for learning and the High Impact Teacher Strategies (HITS)
- encompasses student wellbeing
- provides opportunities for student voice and agency
- ensures that students are able to think deeply and are challenged
- Makes use of the FISO improvement cycle
- Compliant with DET policies and the Victorian Curriculum.
- Follows the BPPS Instructional model

BPPS will use the PANORAMA Reports/ Dashboard and the School Strategic Plan (SSP) (reviewed every 4 years) to inform the goals as set out in the Annual Implementation Plan (AIP). The Strategic Planning Online Tool (SPOT) is used to evaluate curriculum practices and teacher practice. Prior to writing the Annual Implementation Plan the leadership team and teaching staff reflect upon the Continua of Practice for School Improvement to identify areas of practice that require attention in order to plan for and deliver improved student outcomes. This may include making a decision to implement a new curriculum initiative or making adjustments to curriculum practices.

The School Improvement Team collaborates to set goals, allocate resources, set milestones and identify roles and responsibilities in implementing curriculum initiatives and teaching practice principles as related to the AIP goals. This will be done on a yearly basis. All staff will be given the opportunity to review and unpack the AIP prior to its implementation for the following year.

School data is tracked in order to identify potential curriculum areas that require focus. Level teams meet weekly to track level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Assessment On Demand, PAT testing, school based testing and teacher judgments based on moderation practices and formative assessment linked to the achievement standards in the Victorian Curriculum.

The school will use the (**FISO**) Improvement Cycle to inform the decision to implement a new curriculum initiative and only consider evidenced based initiatives. The Improvement Cycle is as follows:



The leadership team, SIT team, and classroom teachers collaborate and contribute to the investigation of improving practice and student outcomes using the improvement cycle. Collectively agreed upon initiatives are implemented strategically and systematically across the school and link to the AIP and SSP goals and targets. Professional Learning opportunities are systematically scheduled.

Student Wellbeing and Learning at BPPS encompasses all of the Child Safety Standards and is embedded in all learning experiences through the alignment of student welfare and curriculum policies, positive education philosophy and creating an educational environment and curriculum that is inclusive and meaningful to all students. Our wellbeing programs incorporate our Care, Learn and Share (CLaS) pastoral care groups, Resilience, Rights and Respectful Relationships (RRRR) program and a comprehensive Start Up program.

Students with Disabilities

The Department of Education and Training and BPPS is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. BPPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities. Teachers develop individual learning plans, (some supported via behaviour plans) which include specific goals and are based on individual needs. These plans are required for funded students and are shared with parents at scheduled SSG (Student Support Group) meetings and through the student's profile on Sentral.

Koorie Education

BPPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- BPPS ensures that the implementation of any Koorie initiatives and programs that meet individual student needs is in partnership with the Koorie Educational School Officer (KESO).
- Each Koorie Student has an *Individualised Learning Plan* and scheduled SSG (Student Support Group Meeting) throughout the Year

Student Learning Outcomes Statement

At Boroondara Park Primary School we aim to achieve high levels of individual growth by utilising student data and interactions to inform teaching and learning.

REVIEW PERIOD

This policy was last updated on 30 April, 2020 and is scheduled for review in April 2021.