



Bungaree Primary School Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 5334 0253.

Purpose

Curriculum covers all arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources. Bungaree's motto is 'Together we can grow'. To achieve this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring the school's values of Respect, Positivity, Determination and Creativity and valuing diversity within our school community and beyond. The core purpose of this school as defined in the Strategic Plan is for all students to become successful learners, confident and creative individuals, and active and informed citizens.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. Teachers also provide instruction in Physical Education, Language (Auslan), Language Arts, and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of experiences and excursion initiatives either independently or in a cluster with local small schools. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in private instrumental music.

Our teaching across levels ensures scope and sequence and curriculum is covered across the school. Supportive curriculum initiatives and programs include English/Maths/Speech and Social Skills Interventions, personalised learning and modified programs for individual students. Delivery of The Resilience Project, based on the pillars of gratitude, empathy/kindness and mindfulness, the Department's Resilience, Rights and Respectful Relationships, in the area of prosocial and respectful behaviour and Berry Street Education Model, as trauma informed social and emotional learning, ensures the curriculum is inclusive and meaningful to all students by incorporating personal and social issues into the students' learning experiences.

Aims

Bungaree Primary School aims to implement a dynamic curriculum program that:

- Is outcomes focussed;
- Is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for lifelong learning;
- Is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills and motivation;
- Provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners;
- Enables students to interact with other students and the wider community;
- Is compliant with DE policies and is based on the Victorian Curriculum.

Guidelines

- Our school will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan.

- Our school will comply with all DE guidelines about the length of student instruction time required in Victorian Government schools.
- The Victorian Curriculum F-10 specifies the skills children and young people need for success in work and life. Curriculum areas include:

Learning Areas	Capabilities
THE ARTS Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design ENGLISH HEALTH AND PHYSICAL EDUCATION THE HUMANITIES Civics and Citizenship, Economics and Business, Geography, History LANGUAGES MATHEMATICS SCIENCE TECHNOLOGIES Design and Technologies, Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

A high-quality curriculum is not a collection of disconnected items of knowledge but rather a set of progressions that define increasingly complex knowledge, skills and concepts grouped and defined by learning areas and capabilities. At Bungaree our teachers and students move through the progressions, reviewing, introducing, mastering and integrating and relating skills and knowledge across the areas, using the Teacher Instructional Model (Attachment 1) and Student Positive Learning Model (Attachment 2.)

Enabling students' learning progress is the role of our teachers and our school. It is enabled through effective pedagogy, assessment and reporting.

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

Curriculum defines what it is that students should learn, and the associated progression or continuum of learning. Bungaree follows the Victorian Curriculum F-10, including Levels A, B, C, D and towards Foundation for individual students.

Pedagogy describes how students will be taught and supported to learn.

Assessment identifies how well a student has (or has not) learnt specified content. Teachers follow the Bungaree Primary School Assessment Schedule which is reviewed annually.

Data plays a key part in the ongoing school improvement process.

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include teacher judgement, NAPLAN, English Online Interview, Mathematics Online Interview, DIBELS Benchmark and Progress Assessments, and Essential Assessment. Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

- The school Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including those at risk, developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.
- Data will be reported in different ways according to the audience:

For students: Feedback will be given about current learning and areas for future learning.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis.

For parents: Students reports, parent/teacher meetings and student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement.

For community: Student learning outcomes data will be reported in the Annual Report to the School community provided to the DE, and also available on the State Register maintained by the Victorian Registration and Qualification Authority and on the school website.

Reporting explains to the student and the teacher where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. At Bungaree, Parent-Teacher Interviews are held in Term 1 as an introduction to families with students settling in to a new academic year, and together looking at student strengths and areas for improvement. Student Led Interviews are held in Term 3, where students discuss their learning in literacy, numeracy, new learning and areas of pride. Formal written reports are sent home at the end of Term 2 and Term 4.

Bungaree provides a variety of programs or activities that address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will implement the Framework for Improving Student Outcomes (FISO) a model for continuous school improvement by working together as a Professional Learning Community. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor.

The school will utilise DE policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching. Teachers at Bungaree focus on using evidenced-based high impact teaching strategies (HITS) in conjunction with the practice principles in teaching and learning excellence.

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

Implementation

DET Learning Area	Bungaree PS Programs	Time Allocation
English	Reading and Viewing; Writing; Speaking and Listening. Science of Reading. Reading Intervention. Oral Language/Speech Support (Juniors/special needs students). Spelling Mastery.	2-2.5 hours daily (Literacy learning is also integrated into all curriculum areas)
Mathematics	Number and Algebra; Measurement and Geometry; Statistics and Probability. Maths Intervention.	1 hour daily
Science	Units as planned in the Curriculum Planner (Attachment 3). English and Mathematics integrated into this curriculum. Integrated into Teaching and Learning programs including STEAM.	2 hours per week
Humanities (History, Geography, Economics and Business; Civics and Citizenship)		
Digital Technologies		
The Arts	Visual Arts. Music. Performing Arts. Language Arts (MARC Van).	3 hours per week
Languages	Auslan. Integrated into all teaching and learning where possible.	60 minutes per week
Health and Physical Education	Physical Education. Sport. Puberty Education (Year 6 &/or 5). Swimming Program. Units as planned in the Curriculum Planner (Attachment 3).	1 hour per week Sports special events and formal programs throughout the year with the Wathaurung District.
Wellbeing	The Resilience Project. Resilience, Rights and Respectful Relationships. Berry Street Education Model. School Chaplaincy support programs, ie. Drumbeat, The Good Man Project.	45 minutes per week and integrated wherever possible.

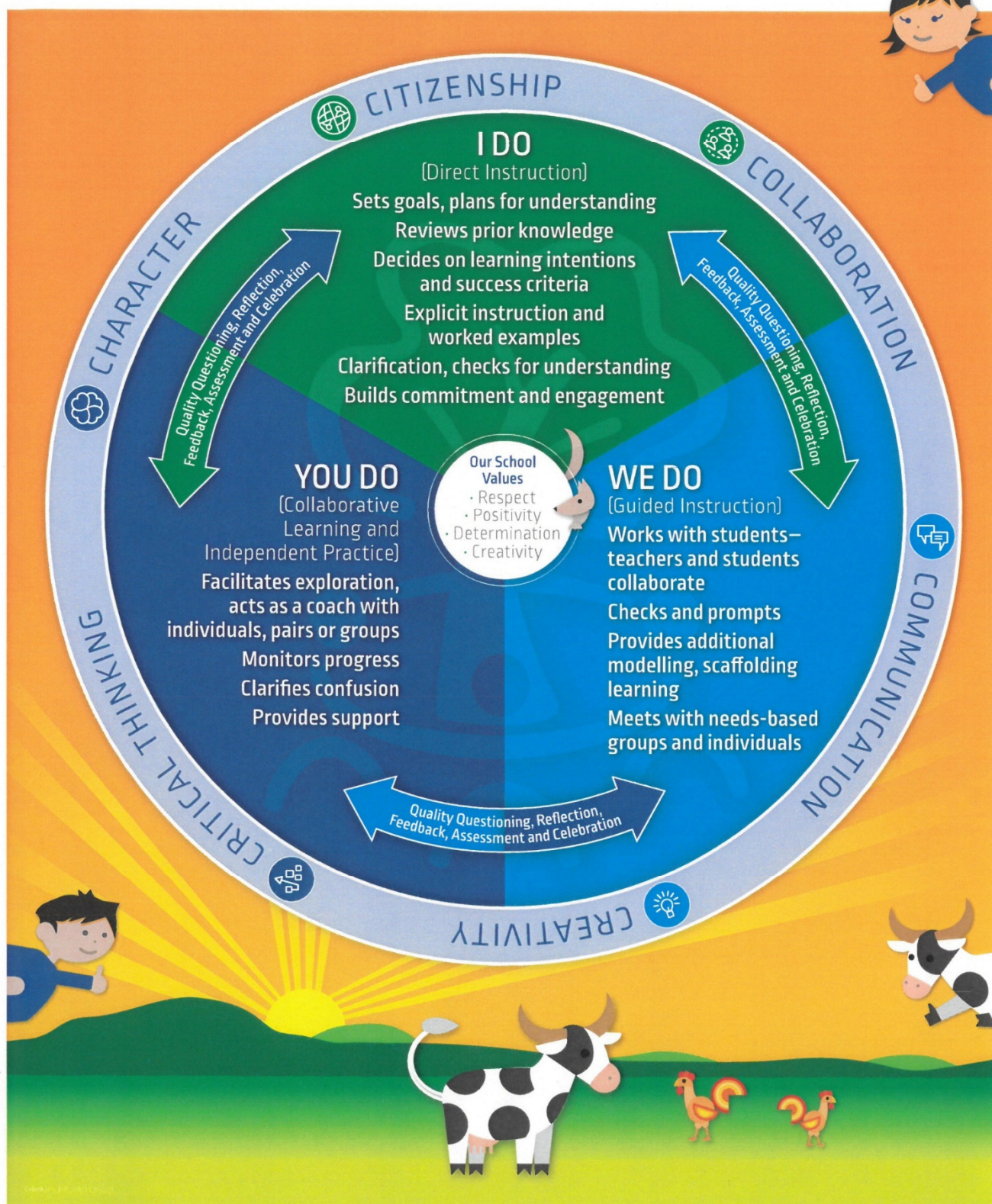
Policy Review and Approval

Created date	March, 2023
Consultation	Staff and School Council, March, 2023
Endorsed/Ratified by	Principal and School Council
Endorsed/Ratified on	21 st March, 2023
Next review date	March, 2026



BUNGAREE
PRIMARY SCHOOL

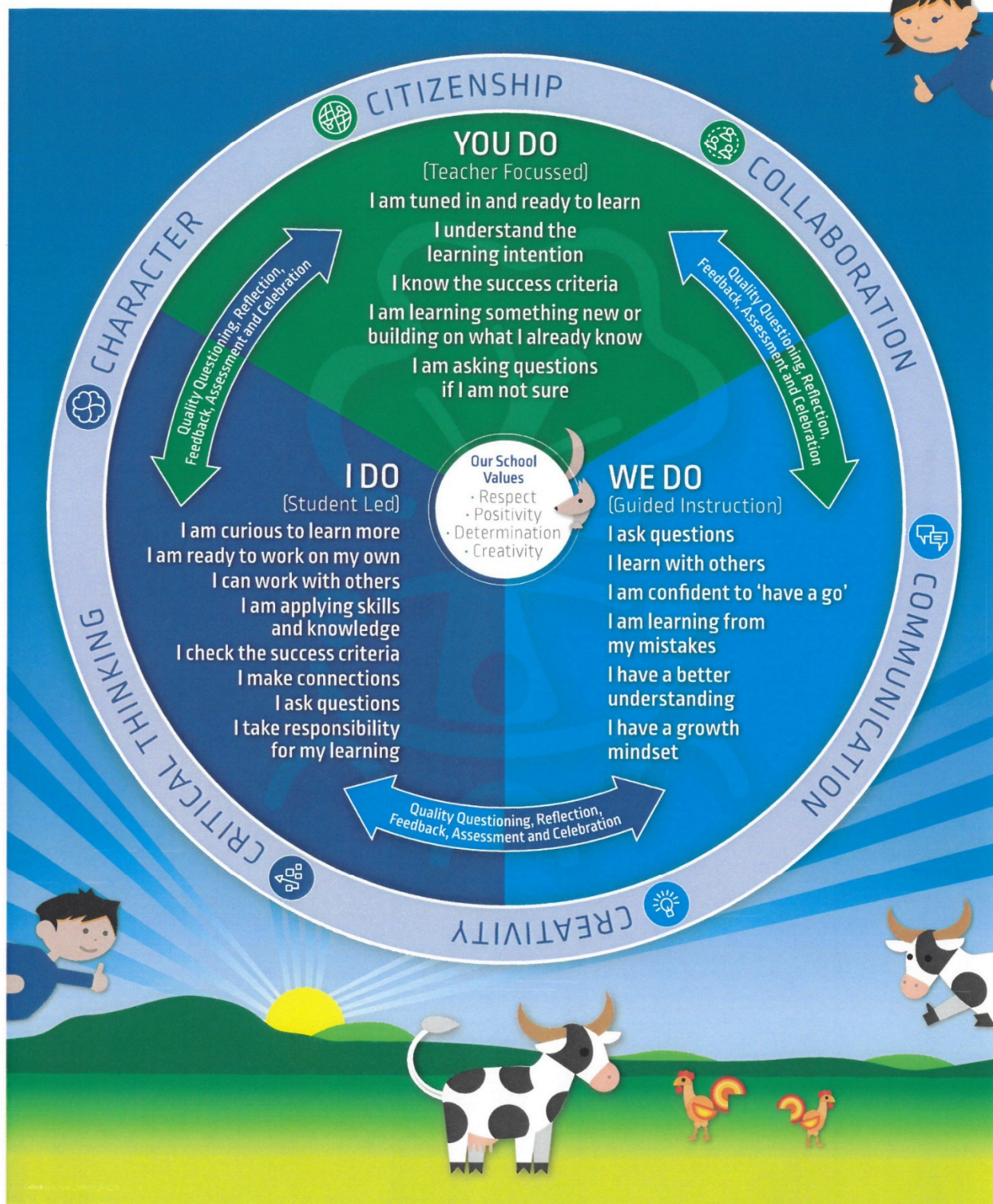
Instructional Model
Teacher





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Positive Learning Model
Student





Bungaree Primary School Curriculum Planner 2023 - 2026

2023

Term	Major Learning Area/Capability	Minor Learning Area/Capability
1	Health & Physical Education	Personal and Social Capability
2	Science (Chemical Science)	Critical and Creative Thinking Capability
3	Humanities (History) Civics and Citizenship (Senior)	Ethical Capability
4	The Arts	Intercultural Capability

2024

Term	Major Learning Area/Capability	Minor Learning Area/Capability
1	Health & Physical Education	Personal and Social Capability
2	Humanities (Geography) Economics and Business (Senior)	Intercultural Capability
3	Science (Physical Science)	Ethical Capability
4	Technologies (Design and Technologies)	Critical and Creative Thinking Capability

2025

Term	Major Learning Area/Capability	Minor Learning Area/Capability
1	Health & Physical Education	Personal and Social Capability
2	Science (Earth & Space Sciences)	Technologies (Design and Technologies)
3	Humanities (History) Civics and Citizenship (Senior)	Intercultural Capability
4	The Arts	Critical and Creative Thinking Capability

2026

Term	Major Learning Area/Capability	Minor Learning Area/Capability
1	Health & Physical Education	Personal and Social Capability
2	Humanities (Geography) Economics and Business (Senior)	Intercultural Capability
3	Science (Biological Science)	Ethical Capability
4	Technologies (Digital Technologies)	Critical and Creative Thinking Capability

Ongoing:

English, Mathematics, (Wellbeing), The Arts, Health and Physical Education, Languages (Auslan), STEAM.