Billanook Primary School
CURRICULUM FRAMEWORK POLICY

PURPOSE

To provide sequential teaching and learning programs that deliver comprehensive, broadly based and culturally inclusive curricula.

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as learners. The school seeks to develop motivated, creative and independent learners who demonstrate initiative, leadership, resilience and kindness when interacting with the community.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum approaches are 'whole school' and are based on research driven practices. Billanook implements the Respectful Relationships and runs a strong social/emotional program based on our school values.

In addition to the comprehensive classroom programs offered in literacy and numeracy, our program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. Specialist teachers provide instruction in Physical Education, Language (AUSLAN), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursion/incursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in an externally run instrumental music program.

Curriculum decisions are guided by our beliefs;

- The students are at the centre of everything we do.
- Everything we do is based on research and a whole school approach.

SCOPE

This policy is written to support the ongoing development and revision of curriculum documentation and content at Billanook Primary School. We regularly review curriculum in response to current research and data. Curriculum documentation and revisions are developed as a whole school to maximise scaffolding and transition from year to year.

This school ensures that curriculum development aligns with guidelines published by the Department of Education and Training (DET) The Victorian Curriculum (VicCurric) and Australian Curriculum Assessment and Reporting Authority (ACARA).

Note: This document contains extracts from a more detailed curriculum, assessment and reporting framework and teaching approaches statement prepared by Billanook Primary school. These extracts are provided as contextual information, to support an understanding of our whole-school curriculum planning.

POLICY

IMPLEMENTATION

Whole School Planning

School planning at Billanook Primary School is an integral part of the improvement process involving four key stages:

- Gathering and analysing data – this includes students' achievements and learning needs
- Planning for improvement – this includes breadth and balance in curriculum planning
- Teaching and learning – this includes learning outcomes and content
- Assessment and reporting – as outlined in the BPS Assessment and Reporting Schedule

Each year the school will map out its curriculum offerings in the form of a yearly planner for each cohort. Billanook Primary School will meet the standards with:

- A time allocation per each of the eight learning areas: English, Mathematics, Health and Physical Education, Languages, Humanities (History, Geography, Civics and Citizenship, Economics and Business), The Arts, and Technologies (Design and Digital Technologies)
- An explanation of how curriculum and teaching practice will be reviewed
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan)

Billanook Primary School will determine the curriculum program for the following year, based on student needs and the school's curriculum plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments and analysis of school performance data including student, staff and parent surveys.

Our Specialist Team run programs for Foundation to Year 6 and deliver Physical Education, Visual Arts, Performing Arts and Language (AUSLAN). Curriculum Leaders are tasked with leading an area of curriculum, focusing on literacy, numeracy, science, humanities, sustainability and student voice.

Curriculum Review

Billanook Primary School has a focus on continuing to improve teacher practice to cater for all students. This is achieved through a process of ongoing data driven discussions in team planning meetings, coaching and mentoring, shadowing, and collegiate observations. This requires developing leaders with the capacity to lead teams that are focused on developing curriculum focused on what students require to progress to the next level of learning.

Our curriculum review is linked closely to the Professional Learning Communities (PLCs): a fundamental structure that ensures all teachers plan and review curriculum. The curriculum is planned across the year in four term planners and an overarching year planner.

School Improvement Team (SIT)
The School Improvement Team (SIT) is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The SIT will meet regularly weekly to discuss Curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP). Whole school data will be reviewed to identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Essential Assessments, school-based testing and teacher judgments based on learning outcomes.

Annually, members of the School Improvement Team will work with relevant professional learning teams and curriculum leaders to audit the curriculum of each program, along with teaching practices and instructional models. This audit will inform future curriculum planning and documentation.

Professional Learning Communities (PLCs)
Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are responsible for core curriculum development and delivery in literacy, numeracy and humanities areas including history, design technology, sustainability and digital technologies. Supportive curriculum initiatives include Literacy (reading and writing) and Enrichment and Enhancement programs.

Teachers at each level work together weekly as a PLC to discuss and plan for student learning across the level. This develops a shared ownership for ensuring quality student learning and celebrating achievement. The team uses evidence in the form of work samples and assessment data to determine priorities for curriculum delivery based on the curriculum framework. Billanook Primary School guarantees specifically allocated planning times to ensure weekly meetings occur.

Meetings are chaired by a Team Leader who is accountable for archiving the minutes and evidence of student learning at their level.

Our Targeted Approach
Pedagogy and Curriculum will be explicitly planned using the Gradual Release of Responsibility Model. Furthermore, Learning Intentions and Goals will be explicitly expressed wherever possible in all teaching and learning environments.

ICT will be used to enrich curriculum, teaching and learning wherever possible.

Billanook Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. It will also comply with all DET guidelines about the length of student instruction time required in Victorian schools. There will be a broad offering of programs

to meet demand, from Foundation to Year 6, designed to enhance effective learning for the 21st century.

Billanook Primary School will provide a variety of programs that will 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 identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

The Australian Curriculum (AC) and Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school will provide at least 25 hours student instruction per week.

Timetable allocation
The timetable is structured on a weekly basis. Each period is 60 minutes and there with five sessions allocated per day. At Billanook Primary School the breakdown of the weekly cycle is as follows.

Foundation to Year 6	
Domain	Minimum Sessions Per Week
English	5 (Reading) 5 (Writing -including spelling, grammar and word study)
Mathematics	5
Humanities and Science	2 - 3
Languages	1
Visual Arts	1
Performing Arts (includes Music)	1
Health/Physical Education	1-2
Wellbeing	1 (including values assemblies, Respectful Relationships)

Foundation classes may adjust this to better suit their curriculum and the needs of their students in their first year of schooling. Other sessions to timetable may include; Sports Trainings, Individual Goal focus and Special Events. *The above time allocation is a guide only, other extra-curricular activities may take precedence over the times outlined above.*

COMMUNICATION

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

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

- Available publicly on our school's website
- Linked in our staff handbook/manual
- Made available in hard copy from school administration upon request

FURTHER RESOURCES

- Department of Education and Training (DET)
  https://www.education.vic.gov.au/school/Pages/default.aspx
- Victorian Curriculum and assessment Authority (VCAA)
  https://www.vcaa.vic.edu.au/
- The Victorian Curriculum (VicCurric)
  https://victoriancurriculum.vcaa.vic.edu.au/
- Australian Curriculum and Assessment and Reporting Authority (ACARA)
  https://www.acara.edu.au/

RELATED POLICIES

- Statement of Values and School Philosophy
- Student Engagement and Wellbeing
- Digital Technologies Policy

REVIEW CYCLE AND EVALUATION

Policy last reviewed	August 2024
Approved by	Principal
Next scheduled review date	August 2028