

We acknowledge the "Wurundjeri people" of the Kulin Nation as the traditional custodians of the land we live, work, and travel upon. We respect their elders, both past and present, always will be, Aboriginal land. Brunswick East Primary School stands up for inclusion and diversity.



Curriculum Policy

Brunswick East Primary School

Purpose

This policy aims to ensure that Brunswick East Primary School (BEPS) provides excellence in teaching and learning and a positive climate for learning to all its students to ensure that they reach their potential as learners.

Scope

This policy applies to all teaching and learning at BEPS, including:

- Learning Community instruction
- Camps and Excursions
- Online forums

Policy

Curriculum

BEPS uses the Victorian Curriculum, the Framework for Improving Student Outcomes, High Impact Teaching Strategies, Victorian Curriculum and Assessment Authority, Philosophy for Children and the Constructivism Theory of Education to design and, deliver our school-based curriculum. BEPS differentiates the curriculum to enable personalised learning in Multi Ages Learning Communities. We use a developmental approach to learning.

Inquiry

Using the Victorian Curriculum framework, we develop authentic and purposeful inquiries based on conceptual understanding and big ideas. Philosophy for Children is planned for within the Inquiry to deepen conceptual understanding and build critical and creative thinking skills.

An Inquiry Planner is used to plan the inquiries based on Backwards by Design curriculum planning model. The planning begins with a focus on learning outcomes and leads to a deep understanding of the content taught.

Timeframes for inquiries are flexible as they respond to the needs of the individual student group. Students are taught the skills and find resources to construct knowledge and build connections individually and in groups.

Matrices are designed to assess the concepts and learning within the Inquiry. Generally, at the end of an inquiry investigation, the students and teachers will celebrate with a showcase of the learning.

Literacy

Literacy is the act of expressing ideas and making meaning of the world. At BEPS, literacy learning is a creative and developmental process connected to all curriculum areas. Skills are taught explicitly and in context and are related to authentic, real-life purposes.

The writing program at BEPS uses the Writers Workshop Model, the 6 + 1 Traits of Writing and the Writer's Notebook. Like an author, students go through the writing cycle to plan, draft, conference, redraft, and publish. This approach is adapted depending on student needs at different year levels. Our reading program is child-centred through observations and conversations with students and relevant to their learning needs. Texts are relevant to student interests, purposeful for enjoyment, and mirror real-life reading skills. At BEPS, we use Fountas and Pinnell data to support reading assessment and inform planning for our reading program.

Mathematics

Students are encouraged to think, reason and problem-solve through real-world challenges wherever possible. Mathematical skills are developmentally constructed in authentic contexts using five main ideas. These ideas are interdependent and interwoven in learning to be numerate:

- Conceptual understanding: the interconnected concepts of mathematics and integrated functional knowledge of them
- Procedural Fluency: the skills to efficiently solve problems flexibly, accurately, and appropriately
- Strategic Competence: the ability to comprehend, represent, and solve problems using effective strategies
- Adaptive Reasoning: the ability to reason, explain, logically infer and justify our thinking and process
- Productive Disposition: the habits of mind to see mathematics as useful and worthwhile and being resilient to the challenge of developing these skills towards being a self-motivated learner

Assessment, Reporting and Data

Analysis of student learning

Teaching at BEPS is based on evidence of what the student knows. The BEPS Data and Assessment Framework tracks and monitors each student using a wide array of data. Students' assessment is ongoing, rigorous, consistent with a common data analysis approach and visible across the school. Teaching teams analyse student learning samples on an ongoing basis, which informs their planning for 'where to next' with each student.

Assessment and reporting

Reporting to parents occurs twice a year via Learning Journals and through Three-Way Conferences. These provide evidence of student learning with a focus on student growth.

Types of data

'Data' at BEPS ranges from external assessments to formal and informal assessments. Types of data include student learning samples, which are reviewed, moderated and analysed during weekly planning meetings. Most data will be available via the Compass web-based platform, which offers a visible representation of numerical data used at BEPS and, over time, will support teachers in analysing the spread, distribution and growth of their student cohorts in all learning areas.

Data protocols

Teachers use data to build a collective understanding of their impact on student learning; Teachers examine data collaboratively, using the LAST and ATLAS protocols. This approach ensures a regular and consistent focus on student learning and evidence across all teaching teams.

Curiosita

Curiosita provides instruction in Physical Education, The Arts and Italian each week.

Wellbeing

BEPS embeds student wellbeing into all learning areas by aligning student wellbeing and curriculum policies, creating a school environment that is inclusive and meaningful to all of its students. To support this, the school has implemented Respectful Relationships Education to develop students' skills, attitudes and understanding of gender inequality and respectful, equal and non-violent relationships.

BEPS is committed to:

- provide a safe and inclusive learning environment for all school students.
- preventing child abuse and identifying risks early and removing and reducing these risks
- aboriginal children's cultural safety
- the cultural safety of children from culturally or linguistically diverse backgrounds
- providing a safe environment for children with a disability

BEPS has specific policies, procedures and training in places that support our leadership team, staff and volunteers to achieve these commitments.

Digital Technology

BEPS aims to empower students to safely, creatively and appropriately use digital technologies to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults. We believe that digital technologies allow students to develop valuable skills and knowledge. Digital devices in all Learning Communities are used to support student learning.

Policy Implementation

The school will use the Victorian Curriculum as a curriculum development and delivery framework to facilitate policy implementation. The school will provide at least 25 hours of instruction time, including Physical Education and Italian, and offer a broad range of educational pathways to ensure student growth.

Related Policies - <https://beps.vic.edu.au/policies/>

Digital Learning Policy

Bully Policy

Student Wellbeing and Engagement Policy

REVIEW PERIOD

This policy was last updated in July 2023 and is scheduled for review in July 2025

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Approved by	Principal
Next scheduled review date	July 2025