| **BOROONDARA PARK PRIMARY SCHOOL****TEACHING AND LEARNING at BPPS** |
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At BPPS, we are dedicated to equipping students for success in the 21st century. To prepare them for the challenges of the future, our focus is on teaching, inspiring, and empowering them to become exceptional learners. The ability to learn is the foundation of all other skills, and we are committed to fostering this in every student. In our classrooms, students take ownership of their work, set personal learning goals, receive feedback on both their efforts and achievements, and are challenged to grow each day.

The Victorian Curriculum 2.0 serves as the foundation for our school's integrated and comprehensive curriculum programs. Whilst a wide variety of additional resources, materials and texts are used by teachers, including texts to develop lessons, the structure and focus of our curriculum is grounded in these documents. While Literacy, Numeracy, and Science are essential components of the Victorian Curriculum, we believe in fostering creativity in our students, encouraging them to express themselves in various ways as part of their lifelong learning journey.  Our curriculum is designed with a balanced approach, combining explicit teaching and inquiry, supported by a shared instructional model and a consistent planning process with standardized documentation.

Differentiation is at the heart of our approach, as we acknowledge that every learner is unique. It involves adjusting teaching environments and practices to provide diverse learning experiences that meet the needs of each student. When a teacher modifies their approach to support an individual or small group, ensuring they receive the most effective learning experience, they are practicing differentiated instruction.

**What is happening in the classrooms?**

* Differentiated learning sequences
* Learning is targeted at the point of need
* There is a combination of whole class, individual and co-operative group work
* There is explicit learning instruction by the teacher
* There will be opportunities for student reflection

**What is the Curriculum?**

* Victorian Curriculum 2.0
* Inquiry approach through an integrated curriculum

**How do we measure the success of the students?**

Rich Assessment Tasks, peer and self-assessment, rubrics, student feedback, ongoing observation and monitoring, and standardised tests.

| **ENGLISH AT BPPS** |
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The English curriculum helps students to engage imaginatively and critically with literature and to appreciate its aesthetic qualities. Students explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of Aboriginal and Torres Strait Islander voices and voices from a wide range of Australian and world literature.

Using the Victorian Curriculum 2.0 we deliver a balanced approach to Literacy. Students develop knowledge, understanding and skills across the strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in the language modes of listening, speaking, reading, viewing and writing.

Each strand is organised by sub-strands. Sub-strands group content descriptions under an appropriate concept, to provide both a focus and a clear sequence for the development of related concepts and skills within strands and across levels.

| **Strand** | **Language** | **Literature** | **Literacy** |
| --- | --- | --- | --- |
| **Sub-strands** | Language for interacting with othersText structure and organisationLanguage for expressing and developing ideas | Literature and contextsEngaging with and responding to literatureExamining literatureCreating literature | Interacting with othersPhonic and word knowledge (F–6) or Word knowledge (7–10)Building fluency and making meaning (F–6)Texts in contextAnalysing, interpreting and evaluatingCreating texts |

On top of this, the implementation of the English curriculum 2.0 is well supported through the teaching and learning of our Integrated Studies units of work.

# **AT FOUNDATION,** learning in English builds on the Victorian Early Years Learning and Development Framework and each student’s prior knowledge and experiences.

# Students make connections between language and context.

# Students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world and texts that support learning in English and across the curriculum. Students participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances.

# Students create short narrative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences.

**IN LEVELS 1 and 2,** students communicate with peers, teachers, known adults and students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

**IN LEVELS 3 and 4,** students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

**AT LEVELS 5 and 6,** students engage with a variety of texts for enjoyment and learning. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.

Literary texts that support and extend students in **Level 5** as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest, as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics.

Literary texts that support and extend students in **Level 6** as independent readers may include elaborated events including flashbacks and shifts in time, and a range of less predictable characters. These texts may support students’ understanding of authors’ styles. They may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.

Students create a range of narrative, informative and persuasive texts that may include stories, procedures, performances, reports, reviews, poetry, expositions, explanations and discussions for particular purposes and audiences.

| **NUMERACY AT BPPS** |
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Numeracy learning occurs within the framework of a whole school inquiry approach. Through this approach we aim to focus on the conceptual development of understanding alongside skill development, meaning there is a balance between content and skills.  Our focus is not just on whether our students can calculate efficiently but rather can they explain their thinking, make reasonable estimates, investigate a problem, connect ideas and transfer their learning.

# Our Maths Curriculum is based on the [Victorian Mathematics Curriculum 2.0](https://victoriancurriculum.vcaa.vic.edu.au/mathematics/mathematics-version-2-0/curriculum/f-10) which describes what is essential for students to achieve in maths from Foundation to Year 10 across Victorian schools. The curriculum sets out what students are expected to learn and is designed as a continuum of learning.

Numeracy is taught in a way that is positive, engaging, challenging and linked to real-life. Students explore the Four Proficiencies of Understanding, Fluency, Problem-solving and Reasoning through the six strands of Number, Algebra, Measurement, Space, Statistics and Probability using questions, open-ended mathematical problems and challenges. Maths lessons are taught using a consistent lesson structure that builds on a student’s fluency and mental computational skills, with the individual needs of the students the highest priority. Maths tasks are open-ended and differentiated so that all children are catered for and experience success.

Teachers use a range of formal and informal assessment methods to inform their teaching to ensure the individual needs of students are catered for. Numeracy lessons are differentiated and structured according to the purpose and key learning intention of the lesson.

Our approach is implemented through the BPPS Instructional Model using the Peter Sullivan model of anticipate, launch, explore, summarise.

| **Anticipate** | **Launch****(We do)** | **Explore****(You do)** | **Summarise/****Review (We do)** | **Re explore****(You do)** | **Share/Reflection** |
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| \*Planning the lesson \*Consider possible misconceptions\*Prepare for differentiation | \*Tuning in activity\*Discuss Learning Intentions and Success Criteria\*Present students with ‘open ended’ activity\*Clarify any unknown vocabulary or understandings | \*Students work on open-ended task\*Teacher differentiates task using enabling prompt / extending prompt\*Teacher roaming interacting with students\*Explicit teaching at “point of need” (one on one or small group)  | \*Teacher uses student examples and students explains their thinking\*Explicit teaching at “point of need” | \*Students revisit the problem to try and solve it another way or do a similar task to consolidate their understanding | \*Discuss what students have learnt |

This approach includes a warmup to promote mathematical vocabulary and develop fluency and reasoning through verbal discussions. Students then have opportunities to apply their knowledge to problem solving situations either individually or in collaborative groups. Throughout the lesson, students take part in focussed teaching groups, complete independent, partner or group work and are involved in roving conferences with their teacher. Each lesson is concluded with an opportunity to reflect on learning and to share successful strategies. We use a range of teaching strategies and resources including explicit teaching of skills, written tasks, games, hands on activities, online tasks and investigations. The use of concrete materials and manipulatives allow students to connect mathematical ideas to physical objects thus leading to a deeper understanding. All students will have a mathematics goal to guide their learning.

Mathematical concepts are progressively developed throughout the school. In the junior school, the focus is on teaching the foundation skills to set the students up for success in their Numeracy learning. Students are given multiple exposures to key concepts ensuring a thorough understanding. Moving into middle school, the focus is on broadening and extending the understanding of key concepts. Foundation understandings will be revisited and extended upon according to the needs of the students. Applying concepts previously learned, problem solving and further extension is the focus in the senior years. The use of concrete materials is integral in teaching Numeracy across the school.

Observing a Numeracy lesson at BPPS, you would expect to see:

* Teachers working with a focus group for targeted teaching
* Students participating in hands-on activities using a range of concrete materials
* Language-rich classrooms involving students talking, listening, explaining and reflecting on their understanding of concepts
* Displays of Mathematical language and vocabulary
* A range of group dynamics, including students working with a partner, in a small group or thinking individually
* Teachers presenting lessons in a variety of ways

**Maths Extension** is provided for selected Year 3-6 students who are working 24 months or more above expected level. Students meet for an hour each week with a dedicated maths teacher and participate in a number of maths competitions including the Australian Maths Competition and Maths Olympiad. Students are provided with tailored independent work to complement the classroom program throughout the year.

| **INTEGRATED STUDIES** |
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An Integrated Curriculum is described as one that focuses on making connections across areas and this allows students to engage in relevant, meaningful activities that can be connected to real life. At BPPS our Integrated Curriculum is designed around 8 rich concepts. This curriculum anchors all our work in Literacy and supports our Wellbeing, Numeracy and Specialist programs.

Using an inquiry approach, our teaching teams deliver an Integrated Curriculum that provides opportunities for our children to:

● Understand their world by posing questions, gathering information and communicating ideas

● Work cooperatively with others to develop skills of listening, teamwork, empathy and collaboration

● Develop life-long dispositions for intelligent, creative and reflective thinking

● Develop a social conscience that enables them to take responsibility for their actions

**The units cover:**  History, Geography, Civics and Citizenship, Economics and Business, Science, Technologies, Critical and Creative Thinking, Ethical Understanding Capability, Personal and Social Capability, Intercultural Capability.

Our inquiry approach follows the following scope and sequence:

| **Odd Year**  | **Term 1** **Identity** | **Term 2** **Sustainability** | **Term 3** **Social Justice** | **Term 4** **Creativity** |
| --- | --- | --- | --- | --- |
| **Foundation**  | Me and My Community: Identity  | Where we Live: Sustainability  | Celebrating Differences: Social Justice  | Bridge and Beyond:Creativity  |
| **Years 1 & 2**  | Managing Self  | Raw to Ready  | A Culture of Respect  | Robot Buddies |
| **Years 3 & 4**  | The Game of Life  | Harmony with H2O | Allies for Inclusion | Frame by Frame |
| **Years 5 & 6**  | This is Me! | Wildlife Warriors | Call to Action | Bizarre Bazaar |
| **.** |
| **Even Year**  | **Term 5** **Community** | **Term 6** **Change** | **Term 7** **Discovery** | **Term 8** **Connections** |
| **Foundation**  | Me and My Community: Community  | Celebrating Differences: Perspectives  | The Bridge and Beyond: Discovery | Where we Live: Place  |
| **Years 1 & 2**  | Sound Stories  | Through Generations  | Stimulating Science  | Places and Spaces  |
| **Years 3 & 4**  | Our Dynamic Community  | First Contact  | Science Challenge Show | Our Island Home |
| **Year 5 & 6**  | Making Democracy  | Museums in Motion  | Journey to Discovery | Australia and Our Asian Neighbours  |

If you want to know what conceps your child is learning at school the **maths and literacy planners** can be found on the BPPS website under curriculum. <https://www.bpark.vic.edu.au/page/205/Curriculum-Planners>

| **WELLBEING PROGRAM** |
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At Boroondara Park Primary School we prioritise social and emotional wellbeing through our safe and supportive learning environment, evidence-based strategies, our curriculum programs and whole school community engagement. To support this, this year we are implementing the Visible Wellbeing Framework to oversee our wellbeing program. Visible Wellbeing is a whole school approach to wellbeing combining the science of wellbeing with the science of learning to achieve the three key goals of:

 - helping students and staff to more clearly ***see* their own and other’s wellbeing** using VWB practices;

 - helping students and staff more systematically ***build* wellbeing** using the SEARCH framework;

 - **facilitating learning** through the visible wellbeing classroom process.

Wellbeing programs, approaches and initiatives that support this and drive our practice include:

Start Up – the establishment phase of setting up our classrooms/spaces. A range of activities to promote a positive classroom climate and develop a sense of identity and community. The Start Up program incorporates the agreed Rights and Responsibilities of our school community.

Zones of Regulation - The Zones of Regulation is a social-emotional learning curriculum, created to teach children self-regulation and emotional control. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Respectful Relationships – taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum. The curriculum supports schools to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence.

eSmart framework – helping schools promote cybersafety. eSmart uses eSmart practices as a guide to educate students to be smart, safe and responsible online.

Care, Learn and Share – our whole school pastoral care program. Students form groups from Foundation to Year 6 and participate in a variety of activities based around social and emotional themes.

PIVOT – a platform that enables staff to focus on student voice, through feedback via student perception and wellbeing surveys.