

CURRICULUM FRAMEWORK



The curriculum at Brentwood Park Primary is based on the Victorian Curriculum Foundation to Year 10 curriculum that provides a comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

At Brentwood Park Primary the curriculum is structured so that English and Mathematics receive the greatest time allocation within the school week. The programs in the key learning areas reflect DET Guidelines, Victorian Curriculum and support materials.

All classes are organised into collaborative planning teams at each year level, and this enables our teachers to focus and enhance student wellbeing, curriculum delivery and the daily organisation that is required to run our programs.

The school and classroom culture are based on the core purpose, beliefs and values, and promotes thinking as expressed in the school's Inquiry model and the Victorian Curriculum.

PURPOSE STATEMENT

To develop socially well-adjusted children by providing a safe, supportive and enriched learning environment where self-esteem and attainment of personal best is promoted and enhanced through differentiated, high quality and parent involved educational programs.

BELIEFS ABOUT LEARNING

- All students can learn.
- Teachers make a difference.
- Parents, teachers and students work together to assist learning.
- Assessment is essential for directing our student learning.

VALUES

- The values which Brentwood Park are committed to and form the basis of our actions within the community are:
- Responsibility-A responsible person is someone who can be counted on by others to do the right thing at all times.
- Respect-A respectful person treats others in a caring and valued way.
- Excellence-A person who shows excellence is someone who tries to be the best they can in everything they do.
- Teamwork-A person who displays good teamwork, works positively with others to achieve a goal.

LEARNING

A positive, safe school culture underpins all learning and the BeYou framework encompasses our Learning and Growing Together program commencing the year, You Can Do It! program, Respectful Relationships and chaplaincy programs.

Students are provided with intervention and are challenged to be extended across the year through differentiation of the curriculum and through the literacy and numeracy activities which are planned at each year level. This occurs by involving our students with a variety of flexible groupings, and continuous and fluid planning by our teachers. From year One to Year Six the school has extra staff to implement the DET Tutoring Program initiative to teach to a child's point of need.

Opportunities are provided to our students which are designed to support and enhance the schools Units of Inquiry. Students are engaged in tasks which stimulate, encourage and support critical thinking at all levels.

The school's focus is to embed whole school literacy programs:

LITERACY

Speaking and Listening: S and L Scope and Sequence

Reading: Big Six [Oral language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension] and CAFÉ Daily 5

Writing: Big Write and VCOP through Writer's Workshop

Spelling: Words Our Way, THRASS and Oxford Words

and to embed whole school numeracy initiatives:

NUMERACY

Number: Big Ideas in Number [Trusting the Count, Place Value, Multiplicative Thinking, Proportional Reasoning, Generalising] and visualising strategies, and Top Ten strategies

Leading Teachers and Learning Specialists implement coaching strategies to support improved consistency of explicit teaching practice in the whole school programs.

A significant feature of the curriculum is our Specialist Programs which operate for all classes on a weekly basis: Digital Technologies, Physical Education, Performing Arts, Visual Arts, Mandarin (LOTE).

Students from foundation to year 6 have a weekly session in our library with their classroom teacher who supports them with borrowing and returning, and a reading session in liaison with the library educational support staff. The school also participates in bi-term Scholastic Book Club, as well as participating in the Premier's Reading Challenge.

In addition to these specialists' curriculum areas, the school also offers: Intensive Swimming Program (foundation - year 2), Intensive Beach Program (year 6), Camping Program (years 4 and 6), incursion and excursion program, science extension program in years 3 to 6, an extension science, maths and robotic program in liaison with John Monash Science School and year 6 maths extension program in liaison with Kambrya Secondary College, and lunchtime clubs.

A senior year level school production in term 3, year 3 and 4 musical spotlight and a violin and keyboard tuition enhances our Performing Arts program.

LEARNING AREAS AND CAPABILITIES

Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F–10 is set out below:

LEARNING AREAS	CAPABILITIES
THE ARTS <ul style="list-style-type: none"> • Dance • Drama • Media Arts 	<ul style="list-style-type: none"> • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social

<ul style="list-style-type: none"> • Music • Visual Arts • Visual Communication • Design <p>ENGLISH</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>THE HUMANITIES</p> <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History <p>LANGUAGES</p> <p>MATHEMATICS</p> <p>SCIENCE</p> <p>TECHNOLOGIES</p> <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	
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The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

Brentwood Park mandated time allocations:	
<p>Reading:300 minutes</p> <p>Writing: 300 minutes</p> <p>Maths: 300 minutes</p> <p>Inquiry (science, history, geography): 100 minutes</p> <p>TOTAL: 1000 minutes</p> <p>However, year levels differ as some year levels have sport/ investigation time, so one formula does not fit all.</p> <p>So, if we look at year 3 for example:</p> <p>Specialists=5 x 50 minutes=250 minutes</p> <p>You Can Do It! = 50 minutes</p> <p>Library=50 minutes</p> <p>Year 3 sport=50 minutes</p> <p>Assembly=50 minutes</p> <p>TOTAL =450 minutes</p> <p>50 minutes allocated dependent on the point of need.</p>	<p>Specialists:</p> <p>Performing Arts: 50 minutes</p> <p>Visual Arts: 50 minutes</p> <p>Health and Physical Education: 50 minutes</p> <p>Digital Technologies: 50 minutes</p> <p>Language: Chinese mandarin: 50 minutes</p> <p>TOTAL: 250 minutes</p>