



Respect Responsibility Safety

BEAUFORT PRIMARY SCHOOL CURRICULUM DELIVERY STATEMENT

Cross Curriculum Learning

- We have a collective responsibility for all students in our school, not just the ones in our class.
- For all Learning Areas of the Victorian Curriculum, teachers will base all lesson planning on the school's Instruction Model of Teaching. (See Appendix 1.)
- All teachers are expected to have evidence of weekly planning for their classes.
- Student data is used to inform teaching and learning for students.
- Learning Intentions and Success Criteria must be displayed for all lessons. They must be discussed at the beginning of each lesson and referred to throughout.
- We are open to the idea of modifying and improving our own practise to best support all students. We understand that teaching is an ever-evolving profession.

Team Planning

- Classroom teachers will be timetabled to plan with teachers in like grade levels and should be used for team planning, not other classroom related tasks. All protocols are expected to be followed.
- Teams will develop protocols for working collaboratively and for conflict resolution.
- Teachers work in teams to effectively plan, implement and reflect on teaching and learning.
- Teams will work together to teach consistent outcomes for all students in their team. The way teachers choose to teach can be personal, however, all whole class student outcomes need to be consistent.
- All team planning is to be documented on the team-planning sheet provided. Planning a week ahead is recommended. Planner to be saved on the Staff Shared Drive, making it accessible to all.
- Team planning is not a time for entering data.

Individual Planning

- Where appropriate, should align with team planning.
- There is no consistent weekly planner for teachers, but planning is expected. Planners should show:
 - Learning Intentions and Success Criteria
 - Planned explicit teaching
 - Small teach focus groups, including who and what
 - Differentiated learning activities
 - Reflection time including prompting questions
- Planners should cover all curriculum areas.
- Planners should be detailed enough for a CRT, Principal or another teacher on staff to follow.
- Teams are encouraged to develop a consistent planner from which to work.

Education Support Staff (ESS)

- Teachers work with ESS to plan and implement modified curriculum, intervention and provide support for specified students.
- All staff who have ESS working with students in their lessons are expected to support the ESS by completing a plan outlining the focus and tasks the ESS will carry out with the student or small group.



- Plans for ESS should outline what they are expected to do, with brief details. It may include intervention, small group interaction, speech or OT, etc. It should nominate which student/s with whom the ESS will work.
- Plans need to be discussed with ESS and not just handed to them without a conversation.
- ESS are in the room to support specific students but may also assist with all students.
- Our ESS all have a wealth of knowledge and skills and teachers should utilise and harness their strengths.
- During the first few weeks of the year, teachers and ESS need to discuss their roles and expectations and how their plans will be recorded and communicated.

Reading

- Students are to be exposed to 5 hours of instruction per week. May be merged with writing to make 10 hours a week.
- The BPS Model of Implementation is to be followed in all classrooms:
 - 20 mins Independent Reading where students are tracking their thinking to show evidence of achieving their learning goal. (At this time, student teacher conferencing occurs to set individual learning goals.)
 - 10 mins explicit teaching based on a whole class reading strategy focus
 - 20 mins reading groups including Guided Reading
 - 10 mins reflection based on individual goal or class focus.

(See Appendix 2.)

- Café, Fountas and Pinnell and the Victorian Curriculum are to be used effectively to implement best teaching and learning practises.
- Each student is to have a book box in which to keep books for independent reading. Class guidelines are to be established as to what books are put into book boxes.
- At the beginning of the year, during Quality Beginnings, reading Stamina is to be built up (see Café book for reference) and routines for selecting books established e.g. Five Finger test for Right Fit Readers.
- All students are to be bench marked at least twice a year, using the Fountas and Pinnell Bench Marking System.
- Conferencing and goal setting are a major element of the Reading Model. All students should be regularly conferenced and conference notes should be taken. These notes will form part of the data to be used in PLCs, planning time and for informing teacher judgements for assessment.
- Reading goals are to be visible to all students by being placed on the front of their book boxes to be in eye view during independent reading.
- The use of Reader's Notebook is encouraged and used to track students' thinking as they read.

Writing

- Students are to be exposed to 5 hours of instruction per week. May be merged with Reading to make 10 hours a week.
- The BPS Writing Model of Implementation is to be followed in all classrooms. (See Appendix 3)
- 6+1 Traits of Writing and the Victorian Curriculum are to be used effectively to implement best teaching and learning practices.
- During the Quality Beginnings program implemented at the beginning of the year, students build stamina through Rapid Writes.
- Goal setting is a major element of the Writing Model and are determined from the analysis of Rapid Writes.
- Writer's Workshops are encouraged as a way to conference and "coach" students in aspects of the writer's craft and in the 6+1 Traits.



Mathematics

- Teaching and Learning is based around the Achievement Standards of the Victorian Curriculum.
- Students are to be exposed to 5 hours (minimum) of Maths per week. This include 3 hours of Fluid Groups based around Number and Algebra and 2 hours in class based around Measurement and Geometry and Statistics and Probability.
- The BPS Mathematics Model of Implementation is to be followed in all classrooms. (See Appendix 4.)
 - Lessons to be structured as such:
 - 10 mins warm up using Number Fluency games and activities
 - 10 mins explicit instruction
 - 30 mins investigation, including small group, teacher focussed teaching as well as independent or cooperative group learning.
 - 10 mins reflection
- All students are to be Pre and Post Tested for each sub strand in the Number and Algebra Strand. This is to occur outside the 3 hours of teaching.
- When planning the term, where possible, meaningful connections between Number and Algebra and the other 2 Strands are to be made e.g., addition (N & A) links closely with perimeter (M&G) and so should be taught at the same time.
- It is the classroom teacher's responsibility to administer, mark and record data on the appropriate ZPD before PLC meetings. Data is not to be entered on spreadsheets during PLC or planning meetings.
- At PLCs, team planning for Fluid Groups is to be recorded on the Team Planning Sheet and distributed to all members of the team.
- Data entered on ZPD, along with teachers' prior knowledge of students, are to be used to group students with like points of need. Movement of students between groups, as deemed best for the student, is encouraged. This is the nature of Fluid Groups.
- Teaching needs to be differentiated and targeted at individual students or small groups. This is inclusive of all Strands of the Mathematics Curriculum.
- When selecting teachers for Fluid Groups, all teachers are to take all groups so as to avoid any stigma associated with a particular level. This also extends teachers' knowledge of the Curriculum across all levels.
- After Post Testing, WINK (What I Need to Know) Weeks will be planned based on analysis of Post Test data. Students with a misconception around a maths concept will form the WINK Group and will receive further instruction around the chosen concept, thus filling gaps in their knowledge and understandings. The WINK group should be no more than 10-12 students.
- For other students not in a WINK group, the WINK Week is to be used to establish connections between mathematical processes and the "real world" for students. Learning should be based on open ended, problem solving tasks where problem-solving strategies are taught.

Humanities, Science, Health, Technology

- Teaching and Learning is based around the Achievement Standards of the Victorian Curriculum.
- Recommended teaching time per week is:
 - = F - L2: 1 hour
 - = L3 and 4: 2-2.5 hours
 - = L5 and 6: 3 hours
- Planning needs to follow the scope and sequence chart but may also include lessons in:
 - School Values based around SWPBS
 - Behind the News
 - Sustainability
 - Life Ed Van
 - Special events such as Sorry Day and Harmony Day



- Teachers are encouraged to team teach to share the workload and give students opportunities to work with those not in their home groups.
- Teachers are encouraged to have students share their work with the school community through such opportunities as expos, school newsletter, local newspaper.
- Integration with the Learning Area of Technology is strongly preferred.
- Use of ICT should be included as part of student learning. Use of applications need to be taught to students and the use of peer coaching should be encouraged.

Specialist Areas

- At Beaufort Primary School, specialist teachers deliver curriculum to all students in Physical Education (PE); LOTE (Auslan); Visual and Performing Arts; Science, Technology, Engineering and Maths (STEM) and Sustainability.
- These lessons usually enable teachers to access their team planning time and APT and are not required to be present in the classroom.
- PE, STEM and the Arts are weekly lessons of 1 hour duration. Sustainability is also 1 hour weekly, in alternate terms. Auslan is a 30 min lessons also in alternate terms.
- Teachers in this area are expected to follow the same requirements of classroom teachers as described under the following headings in this document:
 - Cross Curriculum Learning
 - Individual Planning
 - Education Support Staff (ESS)
 - Capabilities
- Teaching and Learning is based around the Achievement Standards of the Victorian Curriculum.
- All specialist teachers are expected to run a Quality Beginnings structure in the first 3 weeks of the year. It should be appropriate to the learning area and address similar outcomes as described above under the heading of "Quality Beginnings".

Capabilities

- Teaching and Learning is based around the Achievement Standards of the Victorian Curriculum.
- Capabilities are reported upon as progression points in student reports. This is done over a period of 2 years.
- Capabilities can be taught as explicit lessons but need to also be integrated into learning in all curriculum areas.
- Some capabilities are better suited to certain curriculum areas than others and so teachers need to consider and plan for learning opportunities.

Quality Beginnings

- The first 3 weeks is reserved for Quality Beginnings. In addition, it is recommended that the first week of each term be also used to revisit learning as needed.
- During this time teaching and learning should:
 - establish routines and expectations
 - investigate and practise understandings of SWPBS including the School Values of Respect, Responsibility and Safety
 - allow students explore themselves as learners so they can use their skills to grow towards becoming a life long learner
 - getting to know each other as a class
- Develop anchor charts as a reference point for the class community:
 - What a great class/learner/teacher looks like
 - Read to Self and Read to Someone Else
 - Book boxes and Right Fit Readers



Respect

Responsibility

Safety

- Reader's and Writer's Notebooks
- 5 Star Quality Work
- Independent and small group work
- Have to's include:
 - Reading and Writing – building Stamina; Café Wall; book boxes; group work
 - Maths – Fluid Groups; Pre Tests; set up class and Fluid Group books (especially Grade 1s who may not have used a Maths Grid book before); expected behaviour
 - Assemblies – expected behaviour; moving to and from
 - SWPBS - School Values; Matrix; Behaviour Flow Chart; Dojo Points; rewards and consequences; Nude Food Day