



Benton Junior College

Curriculum Policy



PURPOSE:

Benton Junior College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. The school is an authorised International Baccalaureate - Primary Years Programme (PYP) school. Opportunities for children to achieve their academic and social potential are developed through a meaningful curriculum that connects with local and global communities. This is encapsulated in our mission statement: 'to motivate to learn; to teach to think; to encourage to imagine; and to show the compassion to care globally'.

We encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students. To support the delivery of the curriculum at Benton Junior College we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

Through the PYP, our students are immersed in 6 units of inquiry which offer a transdisciplinary approach to their learning. Knowledge, concepts, skills and action together with the Learner Profile form the structure of the PYP where we aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with differentiated approaches.

VICTORIAN CURRICULUM:

Our work is guided by the Primary Years Program and the [Victorian Curriculum](#) to develop and provide education programs that are meaningful for all students. The Victorian Curriculum is the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. This includes the mandatory eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

Allocation and mapping of the Victorian Curriculum through the Whole School Program of Inquiry:

	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How We Organise Ourselves	Sharing the Planet	How the World Works
Foundation - Year 2	English Mathematics Health & Physical Education History Geography Science Capabilities Digital Technologies	English Mathematics History Geography Capabilities Digital Technologies	English Mathematics Performing Arts Visual Arts Capabilities Digital Technologies	English Mathematics Geography Health & Physical Education Capabilities Digital Technologies	English Mathematics Science Geography Capabilities Digital Technologies	English Mathematics Science Geography Capabilities Digital Technologies

Year 3 - Year 4	English Mathematics Health & Physical Education Media Arts Capabilities Digital Technologies Design & Technologies	English Mathematics History Geography Science Capabilities Digital Technologies	English Mathematics Performing Arts Visual Arts Media Arts Capabilities Digital Technologies	English Mathematics Civics & Citizenship History Design & Technologies Science Capabilities Digital Technologies	English Mathematics Science Geography Capabilities Digital Technologies	English Mathematics Science Design & Technologies Capabilities Digital Technologies
Year 5 - Year 6	English Mathematics Health & Physical Education Civics & Citizenship Capabilities Digital Technologies	English Mathematics History Geography Capabilities Digital Technologies	English Mathematics Performing Arts Visual Arts Media Arts Capabilities Digital Technologies	English Mathematics Civics & Citizenship Economics & Business Capabilities Digital Technologies	English Mathematics Science History Capabilities Digital Technologies	English Mathematics Science Capabilities Digital Technologies

Learning Areas:

- English
- Mathematics
- Science
- The Humanities: Civics and Citizenship, Economics and Business, Geography, History
- Languages
- Technologies: Design and Technologies, Digital Technologies
- The Arts: Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design
- Health and Physical Education

Capabilities:

- Critical and creative thinking, Ethical, Intercultural, Personal and Social

IMPLEMENTATION:

Benton Junior College complies with all DET guidelines about the length of student instruction time required in Victorian schools.

Foundation to Year 1		Year 2 – Year 6	
Learning areas	Hours per week	Learning areas	Hours per week
English	10	English	10
Mathematics	5	Mathematics	5
Science	1	Science	2
Humanities	1	Humanities	2
Languages	1	Health & PE	3
Health and PE	2.5	Languages	1

Arts	2	Arts	1
Technologies (also integrated across curriculum)	1	Technologies (also integrated across curriculum)	1
Developmental play	1.5		
TOTAL	25 per week	TOTAL	25 per week

- The Curriculum Plan will be informed by the Strategic and Annual Implementation Plans (AIPs).
- The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement.
- The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets.
- Curriculum Teams work collaboratively through Improvement cycles to address the goals set out in the AIP.
- An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.
- The Curriculum Framework will be based on the Victorian Curriculum, Department guidelines and the IB PYP Standards and Practices.
- The Framework for Improving School Outcomes (FISO) Curriculum and Planning continuum will be used to evaluate curriculum planning and measure the school's success and progress.
- The Leadership Team will meet regularly to track whole school data and identify potential curriculum areas that require focus; and will monitor the evidence of impact outlined in the AIP of the teaching program on student outcomes.
- Each year level team is allocated 50 minutes per week to work in PLCs. These meetings support the 'Teaching and Learning' dimension of FISO 2.0.
- PLCs are supported and guided by the PLC Learning Specialists.
- Year Level PLCs ensure that there is a collective responsibility and focus on student learning and effective teaching practices.
- During PLCs teachers respond to the learning needs of their cohort in a responsive and timely manner so that all students achieve growth in their learning.
- PLCs will work through continuous FISO Improvement Cycles. This ensures that cohort learning data is regularly reflected upon, teaching strategies to target student needs across the cohort are discussed and cohort wellbeing issues are documented and problem solved.
- The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include:- e.g. NAPLAN, English Online Interview, On Demand testing, Essential Literacy and Numeracy Assessments, PAT Assessment
- Assessments will be guided by the Whole School Assessment Schedule.
- Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.
- Standardised unit of inquiry and lesson planning templates are used to ensure consistency across the school.
- Additional support programs will be provided such as Literacy Support, Tutor Learning Initiative (TLI), Disability and Inclusion Program (DIP), Speech and Language and Social and Emotional Support
- Student engagement will be enhanced through programs such as instrumental music, band, ensemble, lunch time clubs, PALS, Play Leaders, choirs, House Spirit Days, Adopt and Engineer Program, Senior School Sport, Interschool Sport, School Wide Positive Behaviours Support, Buddies, Higher Abilities, Human Powered Vehicle, Arts Week, School Production, Soirees, Author in Residence and the Student Leadership program
- Student Voice and Agency is promoted through the Benton Voice.
- Student achievement will be reported against the learning achievement standards set out in the Victorian Curriculum.
- The staff will participate in targeted, ongoing professional learning to ensure the school curriculum remains current and best practice is used for planning, teaching and assessment.
- Student learning outcomes data will be reported in the Annual Report to the School Community.
- The Curriculum Plan will outline the transdisciplinary connections between the Victorian Curriculum and the Whole School Program of Inquiry.
- Specialist programs from Prep to Year 6 will be delivered for Language- Japanese, Physical Education, Visual

Arts and Performing Arts.

- The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.
- The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
- All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.
- The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.
- Allocation and mapping of the Victorian Curriculum will be reviewed every two years by the staff to remain compliant with DET policies, IB Standards and Practices and reflect the needs of the students at Benton Junior College.

Intervention:

Benton Junior College is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Some of the programs of support provided included:

- Well-being Coordinator : supports students and families in accessing a fair and equitable education and managing student needs and funding
- Literacy Support : small group, daily Literacy Intervention for Year One students working below expected level for Reading
- Tutor Learning Initiative (TLI) : combination of in-class and withdrawal intervention for those students who did not make 12 months growths during Remote and Flexible Learning
- Speech & Language support : a speech pathologist is employed 2 days each week to work on speech and language screening and assessment, building teacher capacity and implementing small group interventions
- Disability & Inclusion Program (DIP) : the Inclusion and Engagement Leader supports teachers in building their capacity to design inclusive environments for all students. Tier 2 and 3 students engage in small group interventions supporting cognitive, social, emotional and physical needs. The DIP addresses both the needs of those working below the expected level and those working above to extend.
- Social Worker: a social worker is employed 5 days each fortnight to drive Tier 1 intervention across the school working with students to regulate their emotions and develop social skills working with students both 1 on 1 and in small groups.

Student Wellbeing and Learning

Benton Junior College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum stages of schooling

Students with Disabilities

The Department of Education and Training and Benton Junior College is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Benton will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Benton Junior College is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Related resources and policies which are connected with this policy are:

- Curriculum Mapping
- Language Policy
- Mathematics Policy
- English Policy

EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Date created	July 2022
Date ratified by College Council	August 2022
Date to review policy	July 2023