



# Dinjerra Primary School

## CURRICULUM FRAMEWORK

### Curriculum Overview

At Dinjerra Primary School, we base what we do on the Victorian Curriculum F–10. The Victorian Curriculum F–10

sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed

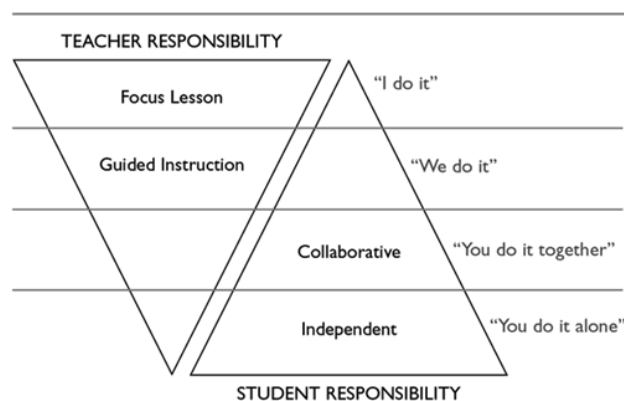
citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Our school's curriculum includes the following:

- differentiated learning in English and Mathematics
- instilling responsibility and ownership of learning through student voice and agency
- facilitating competence and confidence in using digital technologies through our school's iPad/laptop program
- learning higher-order thinking skills and applying knowledge to real-life situations
- developing positive self-esteem, sound values, effective life skills and positive behaviours
- valuing students for their individual talents and challenging them to achieve high levels of learning
- encouraging open minds, creativity and ingenuity
- developing our students' critical thinking, decision making and problem-solving skills
- encouraging our students to have a positive attitude towards mistakes and learning from them
- addressing all learning needs
- supporting students' intellectual, social, emotional, physical and artistic capabilities
- using an integrated approach so students can see links between subjects and connecting new skills to previous knowledge
- teaching our students, the skills we believe are important in a changing world, including tolerance and empathy for others, reflective learning and thinking, communication skills, multi-cultural understandings, and leadership skills
- using regular formative assessment so that learning begins from where the student is at
- providing specific and timely feedback to enhance learning, and set and monitor individual goals.

### Gradual Release of Responsibility Instructional Model

Our instructional model in all areas is based on the Gradual Release of Responsibility, where over time, the responsibility shifts gradually from the teacher to the student.





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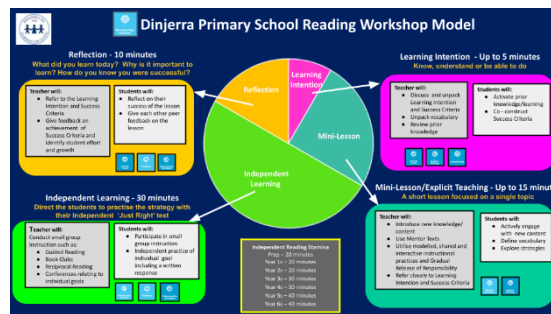
## ENGLISH

At Dinjerra Primary School, we strive to develop confident, literate and informed learners, who are able to actively communicate with others and engage purposefully with the world around them. Our English Curriculum is based on the Victorian Curriculum English domain. It is organised around the content strands of Reading, Writing and Speaking and Listening.

### Reading

Reading is essential to the learning and development of our students. The ability to read, understand, interpret, analyse and enjoy texts, supports students in all areas of the curriculum. Our English program encompasses a daily one-hour reading lesson that focuses on developing a range of key skills and strategies of Oral Language, Phonological Awareness, Letter/Sound Relationships (phonics), Vocabulary, Fluency and Comprehension. Students are supported to read daily and work on individual learning goals, through dedicated independent reading time, as well as conferencing and small groups with their teacher. In Foundation to Year 2, this includes the incorporation of paired and small group learning centres. Each of our classrooms contain a well-stocked classroom library with a range of engaging texts, as well as access to iPads with a range of online applications and websites.

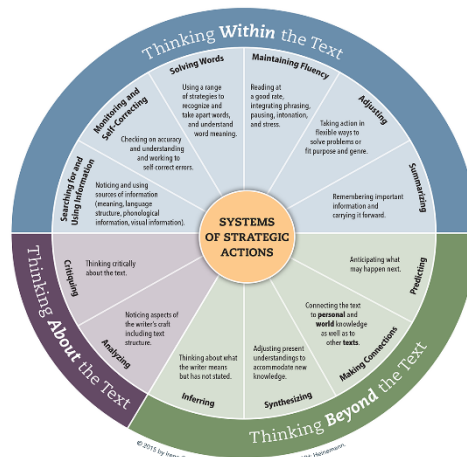
Reading is taught within a Readers' Workshop model and this allows for whole - class, small group and individual instruction using explicit instruction, independent work time, conferencing and small group work, guided reading and reflection. Each lesson has a learning intention and success criteria that are displayed, unpacked and referred to throughout the session. Student engagement in Reading is closely aligned with their own interests and ability to monitor their understanding. Therefore, students have significant input into the selection of their independent texts for reading. Students are exposed to a range of texts, with access to high quality literature through classroom libraries, a central school library, online platforms such as Reading Eggs as well as their own home libraries.



The Dinjerra Primary School Reading Workshop Model



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**Fountas and Pinnell Reading Wheel**

## 1. Thinking Within the Text

Thinking within the text refers to searching for and using information, monitoring and self-correcting, solving words, maintaining fluency, adjusting, and summarising. By engaging in these strategic actions, readers acquire a literal understanding that they will use to expand their understanding of the texts as they think beyond and about the text.

## 2. Thinking Beyond the Text

When readers think beyond the text, they bring their prior knowledge and understanding of how the world works to the text in order to:

- make informed predictions
- make meaningful connections between the content of the text and their own life, other texts, and the world around them
- synthesise information and shift their thinking to incorporate new understandings
- infer what the author means but does not explicitly state.

Readers link their literal understandings of the text to their own experiences in order to construct an understanding of the deeper messages of the text.

## 3. Thinking About the Text

When readers think about the text, they are required to recognise the text as an object. Readers notice and analyse the crafting decisions that the writer made when writing the text. They critique these decisions by determining how effective the choices were in achieving the purpose. Thinking about the text enables the reader to learn more about how texts are structured and crafted by writers.

In 2021, we spent considerable time and money establishing well-resourced classroom libraries. To ensure students have immediate access to quality literature we have begun sourcing books from the Premier's Reading Challenge lists and the CBCA (The Children's Book Council of Australia). Our aim with classroom libraries is to promote quality literature for our students that encourages our children to read a wide range of books from Australian writers and illustrators.



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## Writing

Writing is a process of communication and is an essential skill in order to communicate with the world around us. Our writing program encompasses a daily one-hour writing lesson that focuses on equipping our students with transferable skills, while gaining confidence and independence in writing in a variety of different forms and for a range of purposes and audiences. Our writing curriculum focuses on supporting students to develop and express their ideas, follow a process for writing and develop the basic conventions of writing, including grammar and spelling.

### Fountas & Pinnell Writing Wheel



Writing is taught within the Writers' Workshop model. This structure allows for whole - class, small group and individual instruction using both explicit instruction, independent work time, conferencing, small group work and reflection. Each lesson has a learning intention and success criteria that are displayed, unpacked and referred to throughout the session. Students are exposed to the many different genres of informative, imaginative and persuasive texts, including the audience and purpose of these text types. They learn how different text types are structured, how to elaborate details using the language features of particular texts, how meaning is conveyed through punctuation and how to generate ideas. Through the writing process they plan, revise and edit and publish their work for an intended audience.

## Phonics, Spelling and Word Study

Spelling is made up of the learning of phonological awareness, letter / sound relationships, spelling patterns, high frequency words, word meaning and vocabulary.

## Speaking and Listening

Opportunities to develop students' Speaking and Listening skills are intertwined throughout all areas of the curriculum. Students are supported to develop the skills and language to interact with others, respond to and examine literature and express and develop their ideas in a range of contexts. Many of our students are from a language background other than English, with English as the secondary language spoken at home. Our English curriculum incorporates the VCAA English as an Additional Language (EAL) curriculum in order to support their language needs and to develop their language proficiency.

## MATHEMATICS

### Understanding, Fluency, Problem Solving, Reasoning

At Dinjerra Primary School, our Mathematics curriculum is based on the Victorian Curriculum Mathematics domain. It is organised around the interaction of three content strands and four proficiency strands. The content strands, which describe what is to be taught and learnt, are Number and Algebra, Measurement and Geometry, and



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Statistics and Probability. The proficiency strands, which describe how content is explored or developed are Understanding, Fluency, Problem Solving, and Reasoning.

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of real-life situations. Dinjerra Primary School believes that students need the opportunity to be actively involved in the learning of mathematics through the use of oral language, concrete materials and recording ideas in ways that make sense to them. Students' mathematical skills and understandings are developed so that they can confidently and competently participate in everyday life.

## **Mathematical Proficiencies**

### Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

### Fluency

Students develop skills in choosing appropriate procedures; carrying out procedures flexibly, accurately, efficiently and appropriately; and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

### Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

### Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false, and when they compare and contrast related ideas and explain their choices.

### Multiplicative Thinking

Multiplicative thinking is characterised by: a capacity to work flexibly and efficiently with an extended range of numbers (for example, larger whole numbers, decimals, common fractions, ratio and percent).

## **Physical Education**

At Dinjerra Primary School, we endeavour to provide our students with a love and passion for Physical Education and being healthy. We hope that this passion will continue to grow with them into their childhood, embedding a



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strong foundation for exercise and health into adulthood. We want to encourage curiosity with the life impacting choices they make.

Our Physical Education program aims to develop well-rounded individuals, able to succeed in all physical pursuits. We begin the year by teaching fine and gross motor skills, such as skipping, kicking footballs, using tennis racquets and playing team games, as well as encouraging teamwork. Later in the year we provide more individualised activities such as Swimming Lessons and Athletics, as well as team sports such as AFL. We are lucky to be able to provide a variety of clinics, allowing children to experience these sports first hand from professionals.

## Art

The visual arts program at Dinjerra Primary School is designed to carefully develop students' creative skills, critical appreciation and knowledge of artistic techniques. Students build their capabilities through processes of visual inquiry, practice, exhibition and reflections of their own and that of others' art works. The visual arts program at our school aims to develop students' sense of personal and cultural identity.

## LOTE - Language Other Than English - Spanish

At Dinjerra Primary School, we are fortunate to be able to provide students with the opportunity to learn Spanish. Students in Foundation to Year 6 participate in weekly Spanish lessons face-to-face with a specialist teacher. The Language Other Than English (LOTE) program aims to support and inspire students to become global citizens, connecting with a country, language, culture and people different to their own.

The lessons focus on cultivating cultural acceptance through understanding the culture and developing an appreciation of their traditions. The program also develops language skills such as listening, speaking, reading and writing. The LOTE program provides culturally rich experiences to students, exploring many aspects of daily life, history and cultural celebrations in Spain. Students engage in learning the Spanish language and culture through a variety of games, activities, songs and stories

## Managing student records

Schools are required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). Dinjerra Primary School operates a system for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

Where public records are stored with an online service (services that provide virtual spaces and portals through which information can be stored and shared, and transactions between schools and parents/carers can be recorded, e.g. cloud technologies), Dinjerra Primary School must be able to have access to those records for the retention period.

**Note:** The Department has developed policy to assist schools to meet legislative and business requirements for the creation, storage and disposal of records.

## Program Development

Dinjerra Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.



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The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will provide at least 25 hours of student instruction per week.

## Program Implementation

The Dinjerra Primary School Leadership Team will determine the curriculum program for the following year, based on student demand and the needs of the school's curriculum plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year. To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum.

The DET requirements related to the teaching of Languages, Physical Education, and New Arrivals Program/English as an Additional Language (EAL) will continue to be implemented. The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide (see resources) Curriculum leaders will be required to review their policy statement (where applicable), and prepare a comprehensive annual program budget and present these to the Finance Subcommittee as part of the school's annual budget.

## Student Wellbeing and Learning

Dinjerra Primary School 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 - School Wide Positive Behaviours providing a flexible, relevant, inclusive and appropriate curriculum; accommodating student developmental needs within the Victorian Curriculum stages of schooling.

## Students with Disabilities

The DET and Dinjerra Primary School are 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. Dinjerra Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

## Koorie Education

Dinjerra Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students (where applicable) through:

- 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.

## Program Evaluation & Review

The School Improvement Team will meet regularly (fortnightly) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, PAT, school-based



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testing, teacher judgments based on learning outcomes in the Victorian Curriculum. Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority.

## FURTHER INFORMATION AND RESOURCES

### Related School Policies

- Student Engagement and Wellbeing Policy
- Attendance Policy

### Related DET Resources

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)
- [Victorian Registration and Qualifications Authority \(VRQA\) State Register.](#)

## EVALUATION AND REVIEW

This policy will be reviewed as part of the school's review cycle, and/or if circumstances and regulations change.

## REVIEW CYCLE AND EVALUATION

Policy last reviewed	July 2021
Approved by	The Principal
Next scheduled review date	July 2025