

Baringa Curriculum Framework Policy

Policy Statement

Schools must provide all students with a planned and structured school-based curriculum program to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Baringa School encourages its students to strive for excellence in all of their endeavors. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Individual student learning is scaffolded in response to assessments and goals set by the Student Support Group (SSG).

Guidelines

- Baringa School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- Baringa School will comply with applicable DET guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet the demands of students. We will design and deliver school-based curriculum programs flexibly, responding to the strengths, needs and aspirations of students and the school and wider community.
- Victorian Curriculum, including stages A-D will be implemented through goal setting in Individual Learning Plans.
- School curriculum programs are designed to enhance effective learning.
- Preparing young people for the transition from school into further education and careers is a critical element of our Senior programs.
- Teaching and learning programs will be resourced through program budgets.

Curriculum Planning

- Baringa School will provide access to a variety of programs across the school that address the specific needs of our students, taking into account their individual learning capabilities, disabilities, religion, ethnicity and language.
- Victorian Curriculum will be used as a framework for curriculum development in accordance with Department of Education and Training (DET) policy and guidelines.
- All students at Baringa will focus on four key curriculum areas: English, Mathematics, Health and Physical Education and Personal and Social Capability. Students in our lower primary unit will access the Arts curriculum, while students in our middle primary and secondary units will access the Science curriculum. Students in our Senior Learning Centre will have access to pathways programming.
- Baringa School's Curriculum Team will support (in consultation with the wider school community) the development and implementation of school-based curriculum programs in line with the Victorian Curriculum standards. The Curriculum Team will monitor and assess the effectiveness of both the curriculum programs in the school and systems that support curriculum implementation such as the continuum tracker and assessment tools (Essential assessment and CAT's).
- Curriculum and teaching practice will be reviewed often. Please refer to the table below for more information.

Curriculum Documentation and Teaching Practice Review Process

Curriculum team oversees and monitors all aspects of curriculum

Curriculum Level	Who Is Responsible	Timeframe for Review
Whole School	Curriculum team and SIT team	Annually
Curriculum Areas	Curriculum team supported by PLC leaders	Annually
Units and Lessons	Unit teams and PLC	Ongoing
Teaching Practice	PLC's, individual teachers and coaches (learning specialists)	Ongoing

- Baringa School when developing its Curriculum Plan will provide at least 25 hours student instruction per week and a minimum of 300 minutes per day.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- In developing its curriculum plan the school will provide a broad range of educational pathways.

Key Learning Areas Curriculum Plan

As a special school our programs are tailored to the individual needs of our students. We are an ungraded school and as such, students participate in subjects based on their level of need and abilities rather than age. We value both academic programs but additionally we have an emphasis on life skills. Therefore, we have more flexibility in our timetable. The below plan is a generalised representation of the key learning areas considered and taught in each unit of the school. As a special school we have an exemption from substantially addressing all eight key learning areas.

	The Arts	English	Health and PE	Humanities	Social Skills	Maths	Science	Technologies
Lower Primary	45 mins per week	45 mins per day	1 hour per week		1 hour per week	45 mins per day		Integrated daily
Middle Primary	45 mins per week	1 hour per day	2 hour per week		1 hour per week	1 hour per week	1 hour per week	Integrated daily
Secondary	45 mins per week	1 hour, four days per week	2 hours per week	45 mins per week	1 hour per week	1 hour, four days per week	1 hour per week	Integrated daily
Senior Learning Centre	45 mins per week	1 hour, three days per week	2 hours per week	45 mins per week	1 hour per week	1 hour, three days per week	1 hour per week	Integrated daily

Core Subject

Elective/Specialist

Cross Curriculum – integrated teaching program

Baringa Specific School Programs

Literacy

From the beginning of 2022, Baringa School's Primary and Secondary Units will participate in the Initialit Literacy program.

Initialit is a literacy program which is a research-based initiative of Macquarie University.

PreLit

PreLit is a skills-based literacy program that lays a sound foundation for children to learn to read. Students are introduced to pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.

The program is systematic, skills-based and taught in a hierarchical sequence, and designed to complement a play-based learning environment.

Initialit F and 1

Initialit teaches children how to read and spell through daily lessons. It also uses a range of engaging storybooks to develop children's vocabulary and oral language.

Initialit focusses on the knowledge that words are made of sounds and those sounds are represented by letters. Children need to be directly taught the relationship between sounds and letters and develop an understanding that two or three letters together can make a sound. Students also learn literacy terminology such as vowel, syllable, phoneme, grapheme and digraph.

Each class schedules four to five lessons per week. The sessions are broken into three common sessions where children are introduced to letters and sounds or a grammatical concept in a set order and then complete targeted activities to practise reading and spelling words with the new sound. The next part of the lesson the teacher works with a group while the rest of the class will be completing an activity to consolidate what they have been learning. All children benefit from the structured nature of the program.

The third part of the lesson focusses on a quality storybook over four teaching sessions. Students learn three new vocabulary words with each book and complete some fun activities to help them understand when and how to use those words. They also discuss the themes in the book and think about how the story relates to their own world. These sessions provide opportunities for children to use new words, express their thoughts through writing sentences, improve their listening comprehension and develop a love of literature.

Initialit 2

The Secondary program is presented in similar way to the Primary program, however, it has four main components spread out across the week. There is a strong focus on comprehension and fluency, spelling, grammar and vocabulary in this program. Students learn to use different comprehension strategies to help them understand what they are reading and practise reading with expression. They also learn the various ways to spell the sounds of English, as well as some spelling rules to help them make the correct choice. Students

Respectful Relationships

In 2017 Baringa became a Respectful Relationships (RR) school. We now teach the 8 topics of the Respectful Relationships Curriculum to all students across our school.

As a Respectful Relationships school, we promise all employees, students, parents/carers, volunteers and visitors to our school will be treated with dignity and respect regardless of their sex, gender, identity, socioeconomic status, cultural background, sexual orientation or level of ability.

Independent Living Skills Program

A significant focus across the school is our Independent Living Skills (ILS) programs. These programs look different across the various sections of the school.

- The Primary section predominantly focus on Road Safety, Community Access and Cooking.
- The Secondary sections focus on Cooking (utilising our Childers homestead), Grounds Maintenance, Advance (community engagement program), and a Shopping program.
- The Senior Learning Centre (SLC) focus on Work Related Skills (working at Hopeworks), Pathways to Independence (students' study for their learners, create a resume and complete job applications) and Enterprise program (running the school canteen and coffee shop).

Other specialised programs include:

- Robotics
- VET courses

Assessment and Reporting Requirements

Baringa School reports against the Victorian Curriculum achievement standards, levels A-D and F-10.

Parents will receive a student report and/or a portfolio twice yearly. The report will contain:

- Information about student achievement and progress
- A five-point scale will be used when reporting on student achievement and progress
- OR where this is not applicable student progress will be rated as achieved or progressing.
- Parents will have an opportunity to discuss the student report either via phone or an organised SSG meeting as needed.

For more information on reporting student achievement please visit [Reporting Student Achievement and Progress Policy](#) on the DET policy portal.

POLICY REVIEW AND APPROVAL

Policy last reviewed	16 th November 2021
Approved by	Kelly Mether – School Principal
Next scheduled review date	October, 2024