



Baringa School

Be Safe, Be Respectful, Be a Learner.

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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.

The 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 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 DE 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 Education 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, considering 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 (DE) 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 depending on ability and curriculum level will also access the Humanities, Arts, Science, and IT curriculum.
- 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.
- 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.
- 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

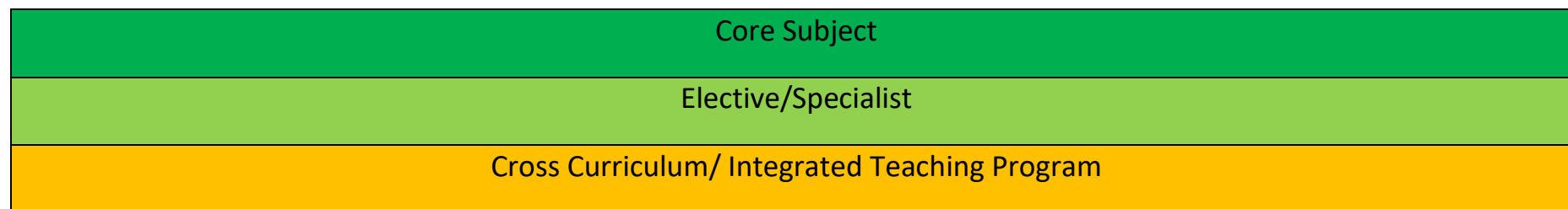
| Curriculum Level | Who Is Responsible | Timeframe for Review |
|-------------------|---|----------------------|
| Whole School | Curriculum team and SIT team | Annually |
| Curriculum Areas | Curriculum team supported by PLC leaders | Annually |
| Units and Lessons | Unit teams and PLC | Ongoing |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

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 AND Respectful Relationships | Maths | Science | Technologies |
|----------------|---|------------------------------|--|--|--|------------------------------|---|------------------|
| Lower Primary | All our students access a minimum of one term of art each year. | Daily literacy block | All of our student access a weekly Health and PE block | Humanities is delivered each term through several activities found in our Indigenous Celebration and Curriculum Calendar | 1 hour per week | Daily numeracy block | | Integrated daily |
| Middle Primary | | Daily literacy block | | Humanities is delivered each term through several activities found in our Indigenous Celebration and Curriculum Calendar | 1 hour per week | Daily numeracy block | Integrated into writing, reading and numeracy | Integrated daily |
| Secondary | | Literacy block 4 days a week | | Humanities is taught weekly as part of Secondary Programs and Indigenous Celebration | 1 hour per week | Numeracy block 4 days a week | Integrated into writing, reading and numeracy | Integrated daily |

| | | | | | | | | |
|------------------------|--|------------------------------|--|--|-----------------|------------------------------|---|------------------|
| | | | | and Curriculum Calendar | | | | |
| Senior Learning Centre | | Literacy block 3 days a week | | Humanities is taught weekly as part of SLC's applied learning modules and Indigenous Celebration and Curriculum Calendar | 1 hour per week | Numeracy block 3 days a week | Integrated into writing, reading and numeracy | Integrated daily |



Baringa School Specific Program Rational and Outlines

Literacy

Reading

To help all our students to continue to build and develop their literacy skills, we use a research-based literacy program called MultiLit (InitialLit and PreLit) at Baringa. MultiLit addresses reading, spelling, and writing by explicitly teaching the relationship between sounds and letters which builds knowledge and understanding of word structure, providing students with a reliable set of skills and strategies to use when reading and writing words. These strategies include sounds and blending strategies, syllable and segmenting strategies, handwriting practice, role play activities and activities which help build vocabulary and comprehension skills.

The MultiLit program is taught across the school to all Lower Primary, Upper Primary and Secondary students.

Writing

In 2023, Baringa implemented The Writing Revolution in half of the schools' classrooms. In 2024, the program will be implemented school wide.

The Writing Revolution provides teachers with an evidence-based and proven instructional methodology known as The Hochman Method for teaching writing. The methodology rests on explicit, carefully sequenced instruction, building from sentences to compositions. The 6 principles of the Hochman Method as listed below inform writing instruction at Baringa.

1. Students need **explicit instruction** in writing, beginning in the early grades.
2. **Sentences** are the building blocks of all writing.
3. When **embedded in the content** of the curriculum, writing instruction is a powerful teaching tool.
4. The **content** of the curriculum **drives the rigor** of the writing activities.
5. **Grammar** is best taught in the context of student writing.
6. The two most important phases of the writing process are **planning** and **revising**.

Baringa also uses the Writing With All Tools Continuum, a specifically designed writing assessment tool that allows our staff to monitor the small changes that students might make over time in their writing. It has a strong emphasis on the skills each individual needs to develop as they move to the next stage of writing, including functions of print, language, and form.

Baringa recognise that writing may look different for everyone, so we ensure that each student has opportunities to learn to write with a tool which is suitable to them (e.g. a keyboard, the alphabet in their communication system, a pencil etc.).

Speaking and listening

Many of the students at Baringa School have speech and language disorders or complex communication needs, meaning speech is not meeting their needs. For this reason, there are many strategies in place to support each student's speech and language. Baringa implements several programs/strategies that support speech development and communication.

Our classroom-based teaching and learning strategies include:

- Supporting and prioritising student communication across all subject areas.
- Staff making necessary and reasonable adjustments to curriculum materials to ensure that students with speech, language disorders and/or complex communication needs can understand and respond to content.
- Staff prioritising time for Individual Therapy Plans (ITP's) expand (developed by a Speech Pathologist) as needed.
- Students who require Augmentative and Alternative Communication (AAC) are supported to use their systems.
- Staff adopting a multimodal approach and considering all forms of communication as valuable i.e. signing, use of electronic and non-electronic AAC. Staff are trained in many different types of communication systems (e.g. LAMP WFL, PODD communication systems, Proloquou2go, Snap Core First etc.).
- Aided Language Stimulation is provided through the use of robust communication systems and aided language displays (ALDs). Each classroom is also provided with a Group PODD book to use to support their students receptive and expressive communication.
- Aided language stimulation is provided in a naturalistic way throughout the school day. This means that staff model the use of AAC systems and ensure they are always available.
- Staff prioritising literacy learning to support each student to become truly autonomous.

To further support our student's language development, Language Lift, another evidence based MultiLit program is used to support our primary students. Language Lift supports students with oral language difficulties and targets the areas of vocabulary, grammar, story comprehension and production.

Baringa also have a dedicated Speech Team that support in every classroom. They provide regular training to staff members on communication, write ITPs to support student's speech or language, liase with external Speech Pathologists and support students to access individualised communication systems.

Baringa also implements Heggerty. Heggerty is an oral language program designed to develop students' phonemic awareness. The lessons include 8 phonological and phonemic awareness skills, taught in systematic progressions. Through the program students are taught to isolate, blend and segment phonemes. The program also helps students develop alphabet knowledge through its songs and nursery rhymes.

Numeracy

At Baringa, we are committed to optimising student learning outcomes by implementing effective teaching strategies in Numeracy.

We believe that a strong foundation in mathematics is essential for students to develop the functional life skills required to be successful as adults. To ensure effective learning outcomes in mathematics, we employ evidence-based strategies, including providing a sequential curriculum, targeting students at their learning level.

At Baringa we engage in a variety of assessment practices including assessing for, as and of learning. We use this information to scaffold students learning by breaking down mathematical concepts into smaller more manageable skills. Where possible we employ hands on learning activities and provide opportunities for students to transfer their skills into real life situations.

This systematic approach allows students to build a solid mathematical foundation, building on previous knowledge to ensure they progress in their learning and throughout their schooling.

Respectful Relationships

The *Resilience, Rights and Respectful Relationships* learning materials have been designed for teachers in primary and secondary schools to develop students' social, emotional, and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence. The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

The teaching and learning materials use a range of collaborative learning activities such as paired sharing, small group problem solving, scenario-based discussions, skill development exercises, role plays, storytelling, games, experiential activities, and class discussions.

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.

Indigenous Calendar

Baringa School has developed an Indigenous Calendar and Curriculum Resource, that supports the school to implement the Child Safe Standard - Creating Culturally Safe Environments in schools.

Baringa is committed to establishing a culturally safe environment for our Aboriginal and Torres Strait Islanders students that acknowledges the importance of reconciliation and education within our school community.

Our Indigenous Calendar and Curriculum Resource document is a starting point for our school community to celebrate, learn, acknowledge, and educate our staff and students on Indigenous culture and customs, history and our commitment to reconciliation.

The significant dates that are celebrated in this calendar were decided on through consultation with the school's KESCOs, local GunaiKurnai elders and GLaWAC representative.

Each date that is celebrated has educational activities for students and staff professional development based on each date's significance to our Indigenous community.

Independent Living Skills

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

The Primary section predominantly focus on Road Safety, Community Access and Cooking.

The Secondary sections prioritise Cooking (utilising our Childers homestead), Grounds Maintenance, Advance (community engagement program), and Travel Training.

The Senior Learning Centre (SLC) place emphasis on Work Related Skills, Pathways to Independence (students' study for their learners, applied learning modules) and Enterprise Program (running the school coffee shop).

Other specialised programs include:

- Robotics
- TAFE certificates

Assessment and Reporting Requirements

Each student attending Baringa School has an Individual Education Plan (IEP). Each student's IEP is targeted to the specific educational needs of that student. The IEP is developed in partnership with the students' parents/carers.

Baringa School reports against the Victorian Curriculum achievement standards, levels A-D and F-10 in four core subject areas, Literacy, Numeracy, Social Skills, and Health.

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

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| Policy last reviewed | March 2024 |
| Approved by | Kelly Methers – School Principal School Council members |
| Next scheduled review date | March, 2027 |