

BRIGHTON BEACH PRIMARY SCHOOL



Teaching and Learning Policy

PURPOSE

The purpose of this policy is to outline the core learning and teaching that underpins classroom practice at Brighton Beach Primary School (BBPS). Our vision is to **Build Better Pathways to Success**, a community learning globally.

SCOPE

This policy applies to all students, parents and staff at BBPS.

POLICY

BBPS' objective is to improve student outcomes for all students, with a focus on next step learning, regardless of starting point, so that all children have an appreciation for their inherent abilities as learners.

BBPS' values are referred to as the 5Rs: Relationships, Respect, Resilience, Responsibility, Reflection (Refer to the school's *Statement of Values and Philosophy*).

IMPLEMENTATION

Pedagogy

The school seeks to develop motivated, creative and self-responsible learners who demonstrate strong social values and inclusivity, and whose leadership, resilience and individual disposition lead them to thrive as world-makers, pursuing a more just and sustainable future.

The Framework for Improving Student Outcomes (FISO 2.0) places learning, the ongoing acquisition by students of knowledge, skills and capabilities; and wellbeing, the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life, in partnership as equal contributors to increased student outcomes.

At BBPS, we believe that effective teaching and learning starts with students' wellbeing and teachers who know their students, with the tri-ship between students, parents and teachers being forested.

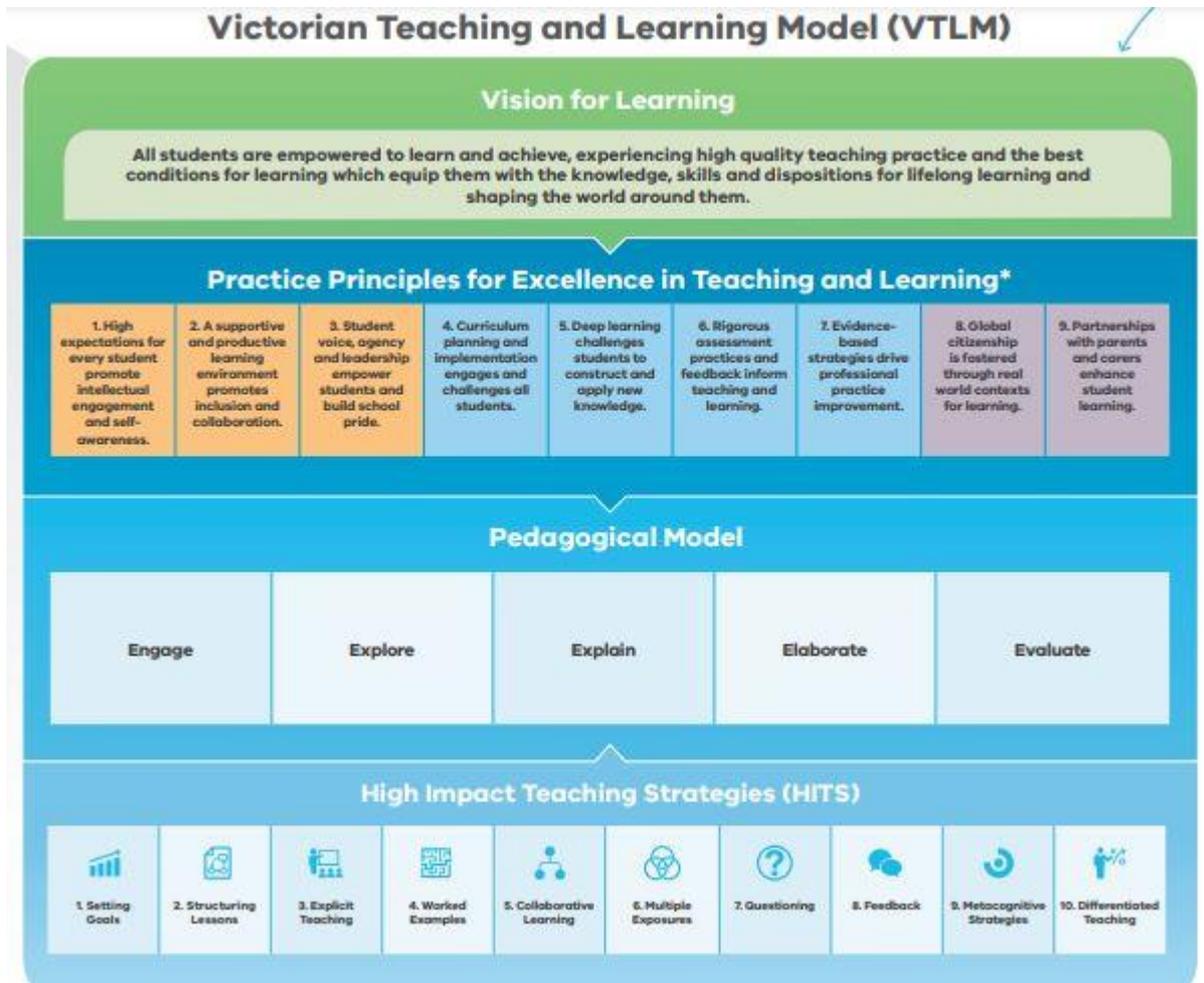
We build an inclusive community of learners that is welcoming and celebrates the achievement of all. Evidence-based and differentiated practices are utilized to meet the needs of each student. Learning and teaching should be responsive, adaptive and flexible. Our planning and delivery of the curriculum should aim for deep personalised learning and be focused on teaching to mastery, building a student's own learning and self-regulation skills. Feedback needs to spark further learning and provide a student with a next step. Learning and teaching should be connected to the world around us, including relevant, age-appropriate global issues.

The FISO 2.0 Model – Refer to Appendix A for BBPS Beliefs about effective teaching and learning linked to this model.



CURRICULUM

The Victorian Curriculum guides the learning and teaching at BBPS. The curriculum is delivered through the e5 pedagogical model, using an agreed-to lesson structure that promotes the gradual release of responsibility from the teacher to the student. Effective learning and teaching is underpinned by strong evidence-based research, including the High Impact Teaching Strategies:



The school delivers a comprehensive curriculum across the following key learning areas:

English

The school teaches Reading, Writing, Speaking and Listening, language conventions and spelling. With a strong focus on differentiation to meet individual student needs, the school uses learning frameworks such as (C)CAFÉ (Critical Literacy, Comprehension, Accuracy, Fluency and Expanded Vocabulary) and VOICES (Voice, Organisation, Ideas, Conventions, Exciting Word Choices, Sentence Fluency) to support metacognitive thinking in reading and writing, respectively.

Mathematics

The proficiencies of Understanding, Fluency, Problem Solving and Reasoning are fundamental to learning mathematics and working mathematically and are applied across all three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Mathematics sessions balance whole-class explicit teaching, targeted teaching groups and individual practice that is differentiated to meet the varied needs of students within the classroom. Mathematics will be presented in a variety of learning contexts including real-life experiences, games, literature-based and open-ended tasks including investigative problem-solving, where appropriate.

Social and Emotional Learning

In line with FISO 2.0 BBPS puts a strong emphasis on student wellbeing. The school promotes positive interactions and engages the school community to build healthy, happy children. The school prioritises evidence-based and differentiated practices when planning and delivering the social and emotional learning (SEL) program. Within the classroom, students engage in learning that promotes the school values of relationships, responsibility, resilience, respect and reflection. All teachers display and use the BBPS Student Wellbeing Support Plan, in line with the *Student Wellbeing and Engagement Policy*.

The whole school SEL scope and sequence is used to inform classroom learning programs. Focus areas are drawn from two complementary programs, 'Rights Responsibilities and Respectful Relationships' and 'The Resilience Project'. Classroom based activities include restorative practices such as Circle Time, Buddies, Friendship Lunches and the Bully Stoppers Network.

Inquiry Learning

A student-centred Inquiry Learning program addresses the domains of science, history, geography, design and technology, civics and citizenship, and health. These domains are integrated across the learning and teaching program to ensure sufficient time is allocated to address content, develop curiosity and thinking skills for global understanding in our students. Cross-curricular priorities of sustainability, Asian cultures, Aboriginal and Torres Strait Islander culture are addressed throughout the program.

Specialist Program

Students participate in weekly sessions in the following specialist areas:

Performing Arts

A specialist teacher provides a rich program that incorporates music and drama. The Performing Arts teacher, with the support of the school community, coordinates a biannual whole school production.

The school also hosts a number of private instrumental music teachers.

Visual Arts

A specialist Visual Art teacher who explores a variety of techniques and materials with the students. The Visual Arts teacher oversees a biannual whole school art show.

Health and Physical Education

Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. Students have numerous opportunities to make decisions and take actions to promote their health, safety and physical activity participation as part of this learning program. In addition to explicit lessons, students participate in PE through fitness sessions, gross motor and tabloid sports programs, sport carnivals and interschool sport.

LOTE (Japanese)

BBPS has prioritised teaching an Asian language. Japanese is taught at Brighton Beach Primary School. Japanese is a priority Asian language. Australia has strong trade and cultural links to Japan and both countries share a strong commitment to democratic principles.

Student Agency and Leadership

At BBPS we strongly value student voice and empowerment. Students across the school are encouraged and supported to share their thoughts and feelings. We aim to incorporate student voice into our planning where it is feasible such as our Inquiry Units and text or topic selection in English.

The school has a number of opportunities for formal student input. The Student Representative Council (SRC) is led by Year Six leaders and has representatives for each class from Year Two to Six. The SRC engages in a two way dialogue with school leadership, they are asked to share their thoughts and feelings on school initiatives as well as proposing their own ideas.

The school has a strong Year Six Leadership program. We view all of our Year Six students as leaders of our community. We have developed a range of authentic roles so students can lead an aspect of school life that they feel passionately about. Our house captains are elected by their peers and the remaining roles are awarded after an application process.

Our Year Five students are active participants in the 'Upstanders' program, working collaboratively with students from neighbouring schools, our Year Five students are empowered to use their voices to take a proactive role in managing negative social interactions, both as leaders of our school and then after their transition to their next school.

Information and Communication Technology

Commencing in Year Three, the school runs a Bring Your Own Device (BYOD) i-Pad program in the senior years of the school. The program aims to improve the students' organisational and collaborative skills. i-Pads enable students to record their learning in ways that align with their learning styles, access work and resources remotely and learn to authentically communicate digitally in a safe and supportive space; skills that they will need into the future.

Support and Enrichment

Support and Enrichment within the classroom takes place through a differentiated program and small group explicit teaching practices. The school offers a number of different interventions to support students working towards expected level including the Tutor Learning Initiative, which has been able to support students in English and Maths. In the area of English the school offers Reading Recovery, Toe by Toe and Leading Literacy Intervention. Individual Education Plans are co-constructed between parent and teacher for students receiving extensive adjustments outside of the everyday classroom curriculum. The school is an active participant in the Victorian High Ability Program (VHAP), with selected students in Year Five and Six participating in both the English and Maths courses. VHAP students participate in a 'Masterclass' with students from neighbouring schools.

The whole school curriculum is documented in the following BBPS curriculum plans:

- P-6 Curriculum Map
- Curriculum Overviews (odd/even years)
- English and Mathematics Whole School Overviews, Beliefs and Actions
- Level Team Yearly and Termly Overviews
- Unit and Weekly Planners

PLANNING

Collaborative whole school planning is integral to improving student outcomes. At BBPS we have high expectations for growth. The planning process is informed by the DET FISO Improvement Cycle. We use data to evaluate and diagnose an area for improvement, then rank in order of priority before setting goals. We then develop a plan to achieve our goals. The plan is then implemented and data is collected to monitor progress which restarts the cycle.

IMPROVEMENT CYCLE



At a leadership level, the School Improvement Team is focused on four-year planning cycles, as guided by the School Strategic Plan. Continuous analysis of a range of data sets around school improvement informs the school Annual Implementation Plan. At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures.

BBPS has high relational trust between staff. Teaching teams (Foundation (Prep) and Year One; Year Two; Year Three and Four; Year Five and Six) are responsible for core curriculum planning and development, delivery, evaluation and assessment.

The school has developed a structured approach to curriculum planning that ensures the shared vision within the school on curriculum development, common documentation, and understanding of the whole-school curriculum by teachers and parents.

ASSESSMENT AND REPORTING

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement. Teachers plan for and conduct a wide range of assessment and reporting activities to support student learning and development, as outlined in the school's Assessment Schedule. These include formal assessment such as PAT testing and informal assessments such as observations as well as formative and summative assessments. Individual and cohort data is analysed on a regular basis during planning and team meetings, whole staff sessions and moderation.

Formal reporting provides comprehensive information about student learning, achievement and growth. End of semester reports are provided to parents/carers twice a year to strengthen partnerships between home and school, and to provide meaningful communication about student learning needs. End of semester reports at BBPS follow the guidelines below:

- Achievement and progress is reported against the Victorian Curriculum F-10 achievement standards or, for students for whom English is an additional language, the Victorian Curriculum F-10 EAL achievement standards Report on both student achievement and progress through assigning students a score from F - 10.0 and using a sliding scale graphic to illustrate the student's previous result and when it was obtained (between 6 and 24 months prior).
- Use a five-point scale when reporting on student achievement and progress using the language 'Well Below Standard', 'Below Standard', 'At Standard', 'Above Standard' and 'Well Above Standard'.
- Demonstrate the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting by using a coloured band to show the 'expected' level of achievement. This is used for all curriculum areas.

In addition, end of semester reports may contain:

- A written teacher comment outlining what the student has achieved in key curriculum areas, their self-regulation strengths and the growth they have made over the semester
- A student reflection
- The identification of individualised areas for improvement/future learning for students in English, Mathematics and/or Social Emotional Learning
- Attendance data
- Assessment of student's work habits (behaviour, organisation and effort) on a five-point scale
- A statement which makes reference to the Victorian Curriculum standards and the specific skills and understanding that have been taught in each curriculum area over the semester.

Opportunities will be provided for parents/carers and students to discuss the school report with teachers during term 2 Three Way Conferences, or privately arranged Parent/Teacher meetings. Furthermore, ongoing information about the school curriculum and classroom learning is regularly communicated to the community via the school newsletter, Compass posts and annual curriculum information nights.

To further provide timely feedback to parents and better share student’s learning growth over the course of a school year, BBPS is currently developing a continuous reporting model. Termly ‘Visible Learning’ tasks have been incorporated into our practice, sending tasks with an assessment home to give parents further insight into their students work in the classroom. This will become an additional component of the school’s assessment and reporting program.

REFLECTION & EVALUATION

Professional Practice

There is a high level of professional development including the engagement of external consultants who provide mentoring and coaching in the areas of English, Mathematics and leadership. This framework promotes professional efficacy, with the key purpose of continual school improvement.

Peer Observation structures are also in place to support staff in reflecting on their own practice and professional learning goals.

Curriculum

Curriculum documentation is reviewed on a regular basis, with responsibility shared across the school:

Curriculum document	Person responsible	Time frame
Whole school curriculum map	School Improvement Team	3-4 years
Curriculum overviews	Learning Specialists, in consultation with Curriculum Teams	Bi-annually (odd / even years)
Year Level overviews	Level Leaders	Annually
Units and lesson plans	Level / Teaching teams	Weekly collaborative planning time
Teaching Practice	Classrooms teachers, in consultation with SIT members	Throughout the year Formally through Performance Development Plan and Peer Observation Informally at point of need / daily

School Performance

AIP/SSP

Data sets for analysis – AtoSS, Parent Opinion Survey, School Performance Report, NAPLAN data and Panorama reports

School performance is shared with the school community via School Council, school newsletter, Annual Report.

COMMUNICATION

This policy will be communicated to the school community in the following ways:

- A copy of this document will be provided to each member of staff at the commencement of the school year.
- A copy of this document will be made available via the school website.

FURTHER INFORMATION AND RESOURCES

School based policies:

- Statement of Values and Philosophy
- Student Wellbeing and Engagement

Whole school documentation can be accessed by school staff via:

- School Google Drive Account
- Annual Curriculum Booklet

Department's Policy and Advisory Library (PAL):

- [Victorian Curriculum Planning](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
In Consultation with	Staff, School Council
Approved by	Principal
Next scheduled review date	2026

Appendix A

Framework for Improving Student Outcomes (FISO 2.0) and our BBPS Beliefs 2021

Learning	Wellbeing
Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Engagement	Teaching and learning	Leadership	Assessment	Support and resources
Refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.	Refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities.	The development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations shared values and a culture of trust.	The use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement.	Refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.
<p>student voice and agency should be fostered</p> <p>our priority is student wellbeing</p> <p>to be an effective teacher, we need to KNOW OUR KIDS</p> <p>transdisciplinary links need to be made within the teaching and learning program</p> <p>we need to create, build and design an inclusive community of learners that is welcoming and safe for all</p> <p>learning should be connected to the world around us, including relevant, age appropriate global issues</p> <p>students need to build and develop self-efficacy as learners</p>	<p>evidence-based and differentiated practices need to be utilised for planning and delivering emotional wellbeing / SEL frameworks</p> <p>spiraling and revisiting concepts foster deeper learning</p> <p>effective teaching and learning is underpinned by research/evidence-based pedagogical practices</p> <p>High Impact Teaching (HITS) strategies need to be utilised when collaboratively planning</p>	<p>trust with students, parents and teachers need to be fostered</p> <p>culture and community are important</p> <p>our planning and delivery of the curriculum should be focused on autonomy, mastery, and be purposeful</p>	<p>we celebrate the achievement and growth of ALL students</p> <p>meaningful feedback sparks thinking</p> <p>teaching and learning should be responsive, adaptive and flexible</p>	<p>the curriculum should be differentiated, allowing time for students to practice and master new skills</p> <p>we provide students with tools to be learners</p> <p>independent learning habits and self-regulation skills need to be valued and explicitly taught</p>