



Transition Programs

At Bouchier Street Primary School we offer a fantastic transition program that commences towards the end of Term 3.

Our incoming Prep students are provided with the opportunity to visit and participate in activities in our Prep and specialist classes.

Our students moving from the Junior to Middle school and from Middle School to Senior School participate in a transition program that enables them to become familiar with the class room teachers and learn about the programs offered in that section.

Secondary schools coordinate the grade 6 transition program.

Some of our grade six students are involved in extensive transition programs to their chosen Secondary College setting.

During Education Week parents are invited into our school to see our exciting learning environment and observe our students working.



Bouchier St Primary School Curriculum



Curriculum – an Overview

The Victorian Essential Learning Standards describe what is essential for all students to achieve throughout their primary education. This is the framework for planning the whole school curriculum by setting standards for students to achieve in core areas.

At Bouchier Street Primary School we use these standards in planning our teaching and learning programs, including assessment and reporting of student achievement and progress. The Standards identify what is important for students to achieve at different stages of their schooling. The Victorian Essential Learning Standards have three components:

**Disciplined-based Learning:
Mathematics, English, The Arts, Humanities, LOTE and
Science**

English

English is an integral part of all areas of the curriculum. The English program at Bouchier Street Primary School aims to develop student's thinking, speaking, listening, reading and writing skills.

Early Years / Middle Years Literacy

The Early Years Literacy and Middle Years Programs support a strategic and comprehensive approach to teaching English based on the recognition that all students should succeed in literacy by the end of their third year of schooling.

The Early Years Literacy and Middle Years Literacy develop and extend literacy understandings. Literacy is taken on a daily basis. Typically, literacy lessons begin with a whole class focus. Children may then work in teaching groups, rotational groups or work independently. Lessons conclude with a sharing of the children's learning.

They are provided with opportunities to investigate and participate in activities that support sustainable practices, social justice and underpin the future wellbeing of societies from a local to a global level. Civics and Citizenship provides a vehicle for students to challenge their own and others' views about Australian society and to formally participate in and practise activities and behaviours which involve democratic decision making.

Parental Involvement

Parental involvement is highly valued at all levels of the school both in assisting children at home and as classroom helpers. Many parents work in the classrooms to support children, either individually or in small groups, in the reading and writing programs.

The 'Partners in Literacy Learning' and the 'Classroom Helpers' programs are offered. These programs aim to provide parents with skills to assist their children with reading, writing and spelling, at home and also in the classroom. Parents also assist in their children's learning at home through a variety of homework activities.

Assessment

Assessment may take many forms and may include teacher observations and records, work samples or formal tests. It is ongoing and informs teachers about children's progress and their learning needs.

Assessment is required for school reports (which are completed twice yearly) and for the school's annual reporting to the Department of Education Childhood Development (DEECD).

DEECD requirements include the participation of Grade 3 & 5 students in the NAPLAN. Results are sent to the student's parent/s.

Leadership

Bouchier Street children are encouraged to be leaders. One opportunity is to be a member of the K-Kids Club. This is a community based program linked to Kiwanis. This group of students is an active group who are involved in a variety of projects from gardening through to visiting old people in retirement villages.



Students with individual needs are a focus along with the provision of whole of class social skills programs.

The Wellbeing Teacher provides families with the opportunity to make links with other agencies. Our Wellbeing Teacher also supports the student with disabilities program.

School Chaplain

We have a school chaplain who provides counselling for families and individual students.

Buddy Program

Our focus is on a harmonious learning environment. Supporting this concept we run a Buddy Program across the school that fosters a caring relationship between an older student and a younger child. Throughout the year the grades meet and participate in some fun activities to help build a sense of belonging.

Personal Learning

Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. The Personal Learning domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They are supported to develop the confidence and ability to be adaptive and take an active role in shaping their own futures in a world of constant change.

Civics and Citizenship

In Civics and Citizenship, students investigate how, in a democratic tradition, informed and diverse contributions and participation by citizens are important. They learn about, contest and enact the values that are important to be an engaged citizen within a community.



During the Middle Year of Literacy program students are challenged in higher order thinking skills i.e. author intent, cause and effect inferences about author intent, sequencing of events, and distinguishing between fact and opinion.

Students at all levels are exposed to a variety of texts during the literacy session that foster enjoyment, purpose, understanding and confidence.

Home Reading

Regular home reading is expected at all levels of the school with parents playing a vital role in laying the foundations for learning to read. Home reading gives children the opportunity to practise and demonstrate their reading skills to others. The selection of appropriate material for this purpose is vital.

In Prep – Grade 3 students select take home books from a range of texts provided in the classroom. These books are matched to the student’s reading level to provide them with a balance between necessary support and small challenges.

In Grades 4 - 6 students borrow take home books from the school library or use other suitable material. Students in all grades have a Home Reading Diary.

Mathematics

Early Years Numeracy / Middle Years Numeracy

The Early Years Numeracy and Middle Years Numeracy develop and extend mathematics understandings. Mathematics is taken on a daily basis. Typically, mathematics lessons begin with a whole class focus. Children may then work in teaching groups, rotational groups or work independently. Lessons conclude with a sharing of the children’s learning.

Mathematics, number facts and tables form part of homework requirements that each child in Grades 3 - 6 is expected to complete.



Support Programs for Mathematics and English

The following programs target students needing additional assistance with their literacy and numeracy learning:

Classroom Program

This operates across the school from Prep to Grade 6. A small group of students attend additional literacy and numeracy sessions each week, taken by their classroom teacher within their own classroom. An Individual Learning Improvement Plan, incorporating a home/school link, is developed for all students involved in the Classroom Intervention Program.

Reading Recovery

Reading Recovery is an early literacy intervention program designed for students who are at risk in their literacy learning. It is a one to one program facilitated by a specially trained Reading Recovery teacher. The Reading Recovery Program operates for children in Grade 1.

Making A Difference

The *Making a Difference* targets students from Grades 3 to 6. The program leads students through a step-by-step reading program that targets specific reading skills through the adoption of specific approaches designed to develop decoding skills and phonic awareness. The students work in small groups with a trained teacher. Assessment may take the form of anecdotal records, work samples or formal tests. It is ongoing and informs teachers about children's progress and their learning needs.



The following are important principles which we at BPS base our practices on:

1. Awareness of the impact of behavior on others
2. Effectiveness of interpersonal communication
3. Personal accountability
4. The acceptance of ambiguity when necessary
5. Separation of the deed from the doer
6. Openness to learning from conflict and wrongdoing
7. Satisfaction with the processes and outcomes
8. Inclusive and fair processes

When conflict arises in our school community we will use the following strategies:

- Affective questions and statements
- Inner/Outer Circle techniques
- Collaborative Problem Solving
- Processes for formal Restorative Meetings
- Restorative mediation
- Mini conferences
- Classroom conferences

Learning How to Learn Program

The first two weeks of school are devoted to establishing the climate of classes for the year. The focus of our "Learning How to Learn" program is on building relationships, teaching routines and modelling positive behaviours. All classes develop a class behaviour book that is referred to throughout the year to reinforce appropriate behaviours while at our school.

Programs such as You Can Do It, Bully Busters, Friends for Life, Friendly School, Friendly Families in all sections of the school.

Wellbeing Teacher

We have a full-time Wellbeing Teacher who provides support for individual students and classroom teachers to ensure that the focus is on learning in all classrooms and distractions are minimized.



relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate.

A Safe and Happy Learning Environment

The Bouchier Street School community sees student wellbeing, discipline and pastoral care as a positive and cooperative effort involving Teachers, Parents and Students at our school.

We are committed to educating all students to be life long learners and responsible citizens within our rapidly changing society.

This policy caters for and allows our school and each class the responsibility for formulating a clear, consistent and appropriate set of classroom and school yard expectations.

Our Student Code of Conduct is a direct result of our commitment to Whole School Planning and developing joint understandings and expectations in the area of student's wellbeing.

We believe that discipline is self-discipline and the most effective way to foster this is through children realising and accepting responsibility for the outcome of their own actions.

Aims of Restorative Practice at BPS

To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.

- build quality relationships built upon clear expectations and limits
- to manage conflict and make restitution
- to include those who are affected by the wrongdoing
- teach important life skills such as social skills and problem solving skills
- to manage conflict in a way that restores relationships and finds real solutions to problems
- to contribute to providing a safe and supportive school environment



Literacy Support Programs

This program provides support for students who are deemed at risk in this area. Teacher Aides work with either individual or small groups of students giving Literacy support with a focus on intensive letter, sound and common words recognition.

Therapy Sessions

Our visiting professionals such as Speech Therapists and Occupational Therapists identify students who are in need of extra support. They then devise a program to best suit these students. Our aides work with the students, either individually or in small groups, providing intensive, repetitive instruction. The students are re-assessed by the professionals on a regular basis to measure their progress.

Brain Gym

The Brain Gym Program provides an opportunity for students to develop coordination, left to right brain cross over. This program supports student learning and improves concentration

The Arts

Visual Arts

The main objective of the program is to develop students self confidence, enjoyment and understanding of The Arts by encouraging them to explore and interpret personal experiences, foster imagination and creativity, develop manipulative skills, explore and experiment with a wide variety of materials, apply art elements, processes and techniques, develop looking, thinking and technical skills, develop social interaction skills with their peers and be able to analyse their own art works and those of others, including



works from past and present contexts.

Bourchier Street has a large, bright and well resourced Art Room with a ceramic kiln and is adjacent to a small court yard which is used for outdoor art activities. Students participate in visual arts activities for an hour per week and are organised into work activity groups to enable teacher directed learning in small groups.

A comprehensive and sequential learning experiences in Visual Arts are provided

Creative Arts

Through Creative Arts activities students gain valuable intellectual, imaginative and expressive qualities. They learn about the cultural, social and historical background of Performing Arts and develop their understanding and enjoyment of music. Self-esteem and confidence are greatly enhanced whilst the students are having so much fun. The Creative Arts Program at Bourchier St. P.S covers the

A wide variety of activities are focused around plays, dress-ups, singing, percussion, instruments, puppetry, folk dancing, creative dance, movement and simple music notation and concepts.

During Lunch time a variety of special interest activities are offered periodically throughout the year. Such classes have involved chess, Zumba and art. All children who are interested are welcome to participate in any of these

School Production

As part of our core curriculum we involve all senior students in a musical production. This is a way of covering many areas of the curriculum in a way that is fun, builds skills as well as enhancing students' character development and self esteem.

Participation in a group activity of this nature also enhances the five foundations from the "**You Can Do It**" program. Children learn confidence, persistence, getting along, and resilience as well as organisation skill through their commitment to a production. During Lunch time a variety of special interest activities are offered



Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

School Camps

Grade Prep, 1 & 2 - Sleepover

Grade 3/4 – 3 Day Camp

Grade 5 – 4 Day Camp

Grade 6 – 4 Day Camp

Grade 5/6 – 9 Day Somers Camp

Every alternate year Bourchier St has the opportunity to send between 10 to 20 students to the Education Department Somers Camp facility for 9 days mixing with students from across the Hume Region. Students are given the opportunity to apply to attend Somers and they have to go through a District selection process to be successful to attend.

During the school year student participate in programs such as swimming, athletics, cross country, zone and state wide competitions. The school promotes participation in BSPS teams in out of school sport in areas such as football, netball, badminton and soccer.

Interpersonal Development

Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships. All social

Thinking Processes

This domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to inquiry, processing information, reasoning, problem solving, evaluation and reflection.

Tournament of Minds

Every alternate year Bouchier St. P.S enters teams into an enrichment program called the Tournament of Minds during Term 3. Tournament Day is like a sports day for problem solvers and creative thinkers and is especially challenging for these students. This is an Australian wide challenge. Teams of seven students have six weeks to prepare a solution to a set problem prior to Tournament Day. It is an ideal opportunity for developing teamwork, performance skills and time management strategies. The challenge always brings lots of excitement and satisfaction.

**Physical, Personal and Social Learning:
Health and PE, Civics and Citizenship, Personal
Learning and Interpersonal growth.**

Health and Physical Education is a specialist subject area at BPS.

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

periodically throughout the year. Such classes have involved Chess, Zumba and Art. All interest children are welcome to join in.

Music

Bouchier St School Band

Students in Grades 3 to 6 may elect to learn an instrument. Lessons are taken once a week by our band teacher. Students who do not have their own instrument make arrangements to hire an instrument for the year. Fees are paid prior to the beginning of each term. There is a junior and senior band. They perform at various school functions, as well as within the community, and at the District Schools Music Spectacular.

Guitar Lessons

Guitar lessons are held each week. Payment is made prior to the start of each term. Students put on small concerts for parents and friends.

Choir

The school has a choir. The choir practices weekly and the members enjoy the opportunity to perform at functions.

Christmas Service

As the school year draws to a close we present the Bouchier St. Christmas Service. This is a timely reminder to our school community of the origins of the Christmas tradition, delivering a message of peace and goodwill. Students present Christmas Carols, Christmas messages and musical items. The Nativity Scene is always a highlight and a visiting speaker delivers an inspiring Christmas reflection.

The Humanities

The Humanities in Prep to Year 6 involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand



the way in which people and societies have organised their world under particular conditions and made meaning of it.

Students work at a level that both challenges them and at which they can be successful. They are exposed to real life/realistic problem solving situations that challenge and extend their abilities.

To provide students with tools for life-long learning, Bourchier Street Primary School provides a sequential program at each grade level that focuses on **Thinking Skills** through the use of learning tools such as Bloom’s Taxonomy, Gardner’s Multiple Intelligences, de Bono’s Thinking Hats, the Thinkers Keys, graphic organisers and divergent questioning techniques

Science

Science at BSPS provides our students with the opportunity to be curious about the world we live in, to wonder why it is that way, and to ask about our place in it.

A fundamental goal for science education is to stimulate, respond to and nourish such curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

LOTE

At BSPS the LOTE program is imbedded into the “Valuing Diversity” covered during the early weeks of the school year. Students study a various countries focusing on cultural awareness and language.

Active after School Program

Students are encouraged to be fit and healthy. The ‘Active After School’ program operations three nights a week from 3pm-4.30pm. Students are offered a variety of free activities throughout the year. Basketball, soccer, dance, golf and hockey are just a few.

Information and Communication Technology (ICT)



Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.

Students develop the knowledge, skills and behaviours related to investigating and designing using appropriate planning processes and design briefs; creating and developing ideas, applying information, and seeking and testing innovative alternatives; producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.

The knowledge, skills and behaviours in this domain enable students to use ICT to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.

Notebook/Netbook computers, digital cameras, Interactive White Board, Data Projector, Ipods, Ipod touches, Ipads are some of the tools used to support ICT.