

# OAKLEIGH SOUTH PRIMARY SCHOOL

## CURRICULUM FRAMEWORK



### Help for non-English speakers

If you need help to understand the information in this policy please contact the school on (03) 9570 1016.

### PURPOSE

The purpose of this framework is to outline Oakleigh South Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

### OVERVIEW

Oakleigh South Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Oakleigh South Primary School's vision is for each child to become a happy and confident person, well equipped for the challenges of life-long learning, contributing to the society in which they live and be able to achieve their full academic, creative and social potential. At the heart of Oakleigh South Primary School's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.

Oakleigh South Primary School provides all students with a planned and structured curriculum 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.

Oakleigh South Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.

The school has Scope and Sequence Documents and an Assessment and Reporting Schedule for Literacy and Numeracy from Prep to Year 6.

Currently the school's Integrated Units are undertaken over a one-year period as the school runs straight grades. Units of work are regularly reviewed in line with the Victorian Curriculum F-10 to ensure that the standards, learning areas and capabilities are addressed for each year level.

## **IMPLEMENTATION**

Oakleigh South Primary School provides a stimulating, inclusive and comprehensive curriculum program and ensures that curriculum development maximises guidelines published by the Department of Education and Training (DET), The Victorian Curriculum and Assessment Authority (VCAA & Victorian Curriculum), and the Australian Curriculum Assessment and Reporting Authority (ACARA).

The Victorian Curriculum F-10 is used to develop an integrated approach to curriculum planning, teaching, learning and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include the Visual Arts, Performing Arts, Japanese, Physical Education/Sport, Science and Digital Technologies. Intervention and High Ability programs are also offered to students such as the Tutor Learning Initiative, MiniLit, VHAP (Victorian High-Ability Program) and the Student Excellence Program. At Oakleigh South Primary School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 X 50-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school curriculum plan.

Teaching and learning teams arranged in levels are responsible for core curriculum development and delivery in English, Mathematics, Science, Technologies, the Humanities and Health.

The specialist teaching and learning team is responsible for curriculum development and delivery in Physical Education, Visual and Performing Arts, Science, Digital Technologies, and Japanese Language.

Teachers are members of a Professional Learning Team (with representation from each level) in English, Mathematics, STEM and Wellbeing, who ensure scope and sequence, and curriculum coverage is monitored across the school.

The school will identify and cater for the different learning needs of particular cohorts of students when developing its curriculum planning and deliver an inclusive curriculum that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. The school's Wellbeing Co-ordinator (Assistant Principal) oversees the Program for Students with Disabilities.

To cater for individual student learning needs, the curriculum is differentiated so that teachers can scaffold, stimulate and challenge students at a point of need, maximising their learning.

The School Improvement Team will be required to review curriculum policy documents and prepare annual program budgets to submit to School Council.

The School Improvement Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, NAPLAN, Essential Assessment, P.M. Benchmarks, ACER PAT-R and PAT-M, School based assessments, and teacher judgements based on learning outcomes in the Victorian Curriculum. GradeXpert will be utilised as a tool for storing and maintaining data.

Oakleigh South Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy. Students will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Teachers at Oakleigh South Primary School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.

Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.

Teachers will use a variety of assessment strategies to gather evidence about student achievement.

Oakleigh South Primary School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.

Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.

The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

Where possible, staff will participate in cross moderation sessions involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Oakleigh South Primary School will continue to deliver Japanese as a Language, based on community feedback and transition to secondary education at South Oakleigh College.

Assessment and Reporting: Parent Teacher Interviews are offered in term 2. Formal written reports that indicate a student's progress against Victorian Curriculum F-10 are made available in June and December. Student learning outcome 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.

Oakleigh South Primary School will perform regular curriculum audits to ensure that the Victorian Curriculum F-10 is met. This audit will inform future curriculum planning.

### **CURRICULUM TEACHING PRACTICE AND REVIEW**

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Oakleigh South Primary School will perform regular curriculum audits to ensure that the Victorian Curriculum F-10 is met. This audit will inform future curriculum planning.

Oakleigh South Primary School reviews teaching practice via:

- Professional Learning Teams, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

### **FURTHER INFORMATION AND RESOURCES**

Policy and Advisory Library:

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)

- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Languages Education](#)
- [Physical and Sport Education — Delivery Requirements](#)
- [Holocaust Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)

This policy should be read alongside: the school's

- whole school curriculum plan

#### **POLICY REVIEW AND APPROVAL**

<b>Policy Last Reviewed</b>	September 2023
<b>Approved by</b>	Principal – Ron Cantlon
<b>Approved on</b>	13/09/2023
<b>Next review date</b>	September 2027