

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.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)

- [Sexuality and Consent Education](#)

Oakleigh South Primary School's community works collaboratively and shares common goals, values and beliefs about the best way to support children and families on their educational path.

We encourage respectful, collaborative relationships between children, families, the school, communities and educators, with our common focus being the child. We value an inclusive, supportive and caring environment where children, families and educators come together as a community of learners. We provide support to each child to promote their health and wellbeing through a spirit of warmth and respect underpinned by a commitment to social justice.

We respect and celebrate the culture and diversity within our community and beyond. We support the individual needs of our children to develop the view that learning is fun, exploratory and exciting.

The school has a broad curriculum that is planned and taught sequentially. An extensive range of materials, activities, approaches and interconnected learning experiences encourages each child to discover and develop their own strengths. Students are also taught to recognise those areas where they may need assistance or practise to master required skills and content.

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 caters 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.

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.

Language Provision

Oakleigh South Primary School will deliver Japanese Language lessons for 50 minutes per week. Our Japanese Program aims to provide students with opportunities to develop their communication skills in Japanese and explore Japanese culture. Students are immersed in a culturally inclusive learning environment and develop their language skills and cultural understanding through participating in a wide range of activities such as singing, dancing, role-plays, art, and craft. Our Japanese sister school partnership with Tamba Higashi Primary School enables our students to broaden their perspectives and enhance their language learning, especially through our exchange/partnership program.

The school will continue to deliver Japanese as a Language, based on community feedback and transition to secondary education at South Oakleigh College and the Oakleigh Education Plan.

Pedagogy

Instructional Model

Oakleigh South Primary School's instructional model is designed to allow for consistent and collaborative instruction across all year levels. Our instructional model is primarily based on Explicit Teaching - Gradual Release of Responsibility. The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students.

Assessment

Oakleigh South Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Oakleigh South Primary School 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.

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.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Teachers at Oakleigh South Primary School use student assessment results to evaluate the impact of their teaching on student learning and adapt their practices to better meet the needs of all students.

- 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. The agreed assessment processes and tasks are documented in the specific Teaching and Learning

Plans. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.

- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- 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.

Reporting

Oakleigh South Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Oakleigh South Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the semester, including through twice-annual formal reporting.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Oakleigh South Primary School will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Oakleigh South Primary School will use an age related five-point scale for all other areas of the curriculum (where applicable).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews are conducted at the end of semester 1 and enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required. Formal written reports that indicate a student's progress against Victorian Curriculum F-10 are made available in June and December.

Additionally, Student Support Group Meetings (SSGs) are conducted to support the learning needs of students who are funded under the Program for Students with Disabilities. SSGs occur on a termly basis in collaboration with the classroom teacher, parents/carers, the Assistant Principal, and in some cases, support workers and/or external agencies.

Student learning outcome data will be reported in the Annual Report to the School Community, and provided to the DET.

The timetable is structured on a weekly basis. Each session is 50 minutes and there are 6 lessons taught per day. Curriculum areas covered include:

Curriculum Area	Description	Minimum Scheduled Time Allocation per week (Each session is 50 mins)
ENGLISH	Reading and Viewing, Writing, and Speaking and Listening. This can also include integrating these modes of English across other areas of learning.	13 sessions
MATHEMATICS	Number and Algebra, Measurement and Geometry, and Statistics and Probability. This can also include integrating these strands across other areas of learning.	6 sessions
HEALTH	All students to participate in a Health/Wellbeing session, each week. This can also include integrating Health/Wellbeing across other areas of learning.	1 session
PHYSICAL EDUCATION	All students to participate in a specialist PE session, each week. Our Year 6 students participate in weekly Interschool Sport, and our Year 4 & 5 students participate in a weekly year level sport session, and students are involved in daily fitness sessions.	2 sessions
ART (Visual)	All students to participate in a specialist Art session, each week. This can also include integrating Art (Visual) across other areas of learning.	1 session
PERFORMING ARTS	All students to participate in a specialist Performing Arts session, each week. This can also include integrating Performing Arts across other areas of learning.	1 session
JAPANESE	All students to participate in a specialist Japanese session, each week.	1 session
STEM – SCIENCE & DIGITAL TECHNOLOGIES	All students to participate in a specialist Science or Digital Technologies session, each week. This can also include integrating Science and Digital Technologies across other areas of learning.	1 session
HUMANITIES	The Humanities include, Civics and Citizenship, Geography, History and Economics and Business (Years 5 & 6). These are taught throughout the year in specific Integrated Units of work.	3 sessions
CAPABILITIES	The Capabilities include, Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social Capabilities. The Capabilities are integrated across all learning areas of the curriculum.	Integrated across the curriculum
ASSEMBLY	This includes English, Health, and the Humanities (Civics and Citizenship).	1 session

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.

Review of school curriculum

Layer of review/planning	Process used.	Responsibility	Timeframe
Whole school	Reviewing and updating the whole school Assessment Schedule, OSPS Curriculum Plan, Curriculum Framework Documents	Principal, Assistant Principal, SIT	Biannually
Curriculum Areas	Review and update, Scope and Sequence documents, Instructional Model, and Pedagogy	Assistant Principal, SIT, Learning Specialists, PLTs, Year Level Leaders	Yearly
Year levels/Specialists	Developing and reviewing Yearly and Termly Overviews and teaching & learning plans, for English, Mathematics, Integrated Units, Wellbeing or specific specialist areas.	Assistant Principal, Learning Specialists, Year Level Leaders, teachers, specialist teachers	Termly
Units and lessons	Reviewing and planning units of work and lesson plans.	Learning Specialists, Year Level Leaders and Teachers, Specialist teachers	Weekly

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

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