



Old Orchard Primary School

Curriculum Framework Policy

Philosophy

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. Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Guidelines

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- At Old Orchard Primary School the expectation is that teachers will provide (in a normal week), 10 hours of explicit Literacy instruction and 5 hours of explicit Numeracy instruction.
- There will be a broad offering of programs implemented across the school to meet student demand, based on the Victorian Curriculum.
- The DET places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language. Our school also places a high priority on the teaching of these learning areas.
- School curriculum programs are designed to enhance effective learning.
- Preparing young people for the transition from primary school into secondary school is a critical element in our Year 6 program. Support is also provided for other levels of transition within our primary school through a planned and strategic approach.
- Teaching and learning programs will be resourced through Program Budgets.

Program

- Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum.
- Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.



- The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Prep to 6 in accordance with DET policy and guidelines.
- Regular audits of the curriculum will enable professional learning teams to audit particular program areas to ensure all elements of the Victorian Curriculum are considered. These audits inform future curriculum planning.
- To facilitate this implementation, planning documents, a whole school assessment schedule and student data records will be produced that reflect the Victorian Curriculum.
- The DET requirements related to the teaching of Physical Education, Sports Education, Languages and EAL will continue to be implemented.
- 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 differentiated program using the explicit teaching model to ensure improved student outcomes.
- Curriculum leaders will be required to review their programs and prepare a comprehensive program budget each year.
- Specialist teachers provide instructions in Physical Educations, Language (Mandarin), Music and Art.

Organisation

- The leadership group is focused on a 4 – 5 year planning cycle and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures.
- Professional Learning Communities (PLCs) are used throughout the school.
- There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and PLCs.
- The school has four working parties (school improvement teams) each with a leader and teacher membership from across the school. These working parties focus on literacy, numeracy, digital technologies and wellbeing.

Review Cycle and Evaluation

This policy was last updated - September 2021

Consultation - N/A

Approved - September 2021

Next scheduled review date - Review scheduled for September 2024



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