



Olinda Primary School

Curriculum Framework

2019

Principal: Cornelia Sheeran

School Council President: Sue Lee

Date Approved April 2019

Approved By School Council

Next Review Date April 2022

Responsible for Review Principal

References Victorian Government Schools Policy and Advisory Guide

Rationale

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.

Each year the school will map out its curriculum plans. It will be in the form of a Curriculum Plan.)

Olinda Primary will meet the minimum standard with:

- **A time allocation per each of the eight learning areas (Appendix A) · A explanation of how curriculum and teaching practice will be reviewed**
- **An Outline of how the school will deliver its curriculum** is found in the Olinda Primary School Scope and Sequence.
- **A whole school curriculum** (Appendix B).
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan, AIP and teachers PDP)
- **Staff professional development is guided by SSP, AIP and teacher specific needs to improve student-learning outcomes.**

Aims:

- Olinda Primary School recognises and responds to diverse student needs when developing its curriculum programs and the curriculum plan.
- The school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- The Victorian Curriculum will be implemented from Foundation to Year 6 at the school and is the foundation document for all teacher planning.
- There will be a broad offering of programs to meet the learning requirements of students.
- School curriculum programs are designed to enhance effective, stimulating and challenging learning.
- The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.
- Olinda Primary School recognises the importance of preparing young people for the transition from kindergarten to primary school and then from primary school to secondary school.

- Teaching and learning programs will be resourced through program budgets.

Implementation

- Olinda Primary School will reflect and include a variety of teaching and learning programs to 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 plan
- Olinda Primary School's Curriculum Plan provides at least 25 hours student instruction per week. Core learning areas such as English and Numeracy will not be compromised unless there is a preapproved whole day excursion.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundations to Year 6 in accordance with DET policy and guidelines.
- The Staff will determine the curriculum program for the following year, based on student interests and will incorporate the required learning outcomes from the Victorian Curriculum. The school's Curriculum Plan will maintain balance and a broad provision of subject choices.
- To facilitate this implementation, curriculum documents, assessment criteria and record keeping templates will be produced that reflect the Victorian Curriculum achievement standards
- In developing its curriculum plan the school will provide a broad range of teaching and learning approaches to ensure improved student outcomes.
- The use of Information and Communications Technology (ICT), incorporating a range of digital devices, is integrated across the curriculum to support the improvement of teaching and learning outcomes. Olinda Primary School will adhere to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.
- The DET requirements related to the teaching of Physical Education, Sports Education, Language and EAL will continue to be implemented as far as practicable. · As a teaching team, staff will prepare a comprehensive program budget and submit it to the principal and the finance committee of school council.

Student Wellbeing and Learning

Olinda Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences ·
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the ABLES curriculum and the Victorian Curriculum

Students with Disabilities

The Department of Education and Training and Olinda Primary School is committed to

delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Olinda Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Koorie Education

Olinda Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Children in out of home care

For every student in Out-of-Home Care, Olinda Primary School will provide:

- appoint a [Learning Mentor](#)
- assign a [Student Support Group](#)
- develop an [Individual Education Plan](#)
- nominate a [Designated Teacher](#)

Program Evaluation & Review

The Teaching Staff will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school-based testing, teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used will include Gradexpert.

Every year our school will do an audit of the curriculum to see that the domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Teaching practice will be reviewed in line with DET guidelines.

Links and Appendices

Resources/Links which are connected with this policy are:

- <http://fuse.education.vic.gov.au/Learning/LandingPage>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm> ·
- <http://curriculumplanning.vcaa.vic.edu.au/home>
- <http://curriculumplanning.vcaa.vic.edu.au/docs/default-source/resources-page/f10curriculumplanningreporting.pdf?sfvrsn=0>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan- Including Time Allocations
- Appendix B Whole school curriculum Plan

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Appendix A- Including Time Allocations

Years- Foundations to Year 6

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

Foundations to Years 6

Foundations to Year 6 (from 2019)	
Domain	Anticipated Minutes per week
English	600
Mathematics	300

Integrated Inquiry including · History and Geography · Science · Technologies (Design and Technologies, Digital Technologies)	180
Language (French)	60
PE/ Health / Personal Development including 'Play Is the Way'.	180
The Arts including Music, Art and Drama	180
TOTAL	1500 per week

*Includes the Victorian Curriculum Interpersonal Development, Personal Learning, Thinking Processes, ICT and Communication domains.

Appendix B- [Whole School Curriculum Plan](#)

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm> ·
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm> ·
- <http://curriculumplanning.vcaa.vic.edu.au/home>
- <http://curriculumplanning.vcaa.vic.edu.au/docs/default-source/resources-page/f10curriculumplanningreporting.pdf?sfvrsn=0>