

OBERON PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY



Written policy/statement

The core purpose of Oberon Primary School as defined in the Strategic Plan is:

“To be a vibrant learning community with high expectations, that provide a respectful, cooperative and caring environment which maximizes learning, personal wellbeing and growth for all students in our ever-changing world.”

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the classroom programs offered in literacy and numeracy, an integrated program addresses the curriculum areas of Science, Humanities/History/Civics and Citizenship, Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Health. Specialist teachers provide instruction in Physical Education, Digital Technologies, and Visual Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and strongly supported by our Gr8 Values Program. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music sessions.

Teaching and learning teams across multiple levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery of the Victorian Curriculum including our language program (Indonesian). Specialist programs from Foundation to Year 6 are delivered for Physical Education, Digital Technologies and Visual Arts. Our philosophy is based around the development of the whole individual child. We have successfully embedded the Gr8 values program which focuses on promoting ten key attributes. These are taught explicitly and promoted in our day-to-day life, in and out of school. Our students benefit from programs that are personalised, enabling them to experience success and to reach their full potential.

The school has a Curriculum and School Improvement team which include the Learning Specialist, Data Improvement and Professional Learning Community Leaders. This team is committed to the continuous refinement and development of our teaching practices and is involved in the delivery of high level professional development around key initiatives within the school. There is a high level of professional autonomy and teaching and learning teams are consulted to support key initiatives. The school improvement team support all staff to build their capacity as teachers through a Peer Observation process and within Professional Learning Communities. The Leadership Team continuously analyses data around school improvement and is involved in curriculum development, workforce planning and school structures.

Oberon will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Oberon will comply with all DET guidelines about the length of student instruction time required in Victorian schools. Preparing young people for the transition from primary school into secondary education will be a critical element in our educational program. Teaching and learning programs will be resourced through program budgets.

Curriculum Time Allocations

SAMPLE WORK PROGRAM							
MONDAY	Reading	Writing	Recess	Maths	Visual Arts	Lunch	Integrated Studies
TUESDAY	Reading	Writing	Recess	Maths	Library	Lunch	Digital Technologies
WEDNESDAY	Reading	Writing	Recess	Maths	Reading	Lunch	Gr8 Values Music / Dance
THURSDAY	Reading	Writing	Recess	Maths	Physical Education	Lunch	Integrated Studies / Language
FRIDAY	Fitness	Speaking and Listening	Recess	Maths	Science	Lunch	Sport

Learning Area	Allocation per week
Reading	5 hours
Writing/ Grammar/Spelling	5 hours
Mathematics	5 hours
Visual Arts	1 hour
Speaking and Listening	30 minutes
Health/Physical Education/Sport Music/Dance	3 hours
Digital Technologies	1 hour
STEM/Science	1 hour
Values	30 minutes
Integrated Studies (History, Geography, Civics and Citizenship)	2 hours
Language	30 minutes

School Curriculum Delivery and Assessment

The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Staff have worked collaboratively in creating Essential Learnings across year levels directly developed from the Victorian Curriculum and used within the school as 'I Can Statements'. Staff are also expected to produce Term Planners outlining the delivery of the curriculum across year levels. Staff complete these on their Professional Practice Days, collaboratively with their teaching team to support alignment and consistency across the school.

The school's curriculum audits and reviews will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level. The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning. The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data will also be used to determine student support options including those at risk, developing an Individual Learning Plan, provision of extra teaching support and/or referral for further assessments. Student achievement will be measured and reported to students, parents, DET and the wider community against Victorian Curriculum F-10 standards and progression points, in each of the domains twice a year. Students learning outcomes data will be reported in the Annual Report to the School Community provided to the DET and be available for viewing on the school's website.

Oberon Primary School undertakes a range of student assessment and reporting activities to inform and support student learning. Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. Reporting communicates comprehensive information about student learning and achievement in different forms, to a range of audiences, for a variety of purposes. Comprehensive reporting covers three major areas:

- *Student reporting*: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

- *School reporting*: schools report to the local community via their annual report, providing a concise summary of the school’s achievements and progress.
- *System reporting*: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student Wellbeing and Learning

Oberon 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 by:

- 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;

Students with Disabilities

The Department of Education and Training and Oberon 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. Oberon will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Oberon 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 our Koorie Engagement Support Officer
- 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.

Supporting Documentation

<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=68>

POLICY REVIEW AND APPROVAL

Policy last reviewed	04/10/2022
Approved by	Principal

Next scheduled review date	October 2026
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