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CURRICULUM FRAMEWORK POLICY

PURPOSE

The core purpose of Orchard Grove Primary School, as defined in the Strategic Plan, is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Orchard Grove Primary 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.

Teaching and learning teams across 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 in literacy, numeracy and integrated studies including science, Humanities, design technology, sustainability and digital technologies. Specialist programs from Foundation to Year 6 are delivered for Physical Education, Visual and Performing Arts, Language (Spanish) and Library. Supportive curriculum initiatives and programs include Maths Olympiad, Quicksmart Maths, Mini Lit and Maq Lit.

The school has a School Improvement Team consisting of curriculum leaders, Principal and Assistant Principals. This team's focus is building staff capacity across all curriculum areas to improve student learning outcomes.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

GUIDELINES

- Our school will recognise and respond to diverse student needs when developing its curriculum programs;
- Our school will comply with all Department of Education and Early Childhood Development (DEECD) guidelines about the length of student instruction time required in Victorian schools;
- There will be a broad offering of programs to meet the needs of students. Victorian Curriculum will be implemented from Foundation to Year 6;
- The DET places a high priority on the teaching of Physical and Sport Education, Languages Other Than English (LOTE), Visual and Performing Arts, and English as an Additional Language/Dialect (EAL/D). 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 school into further education is a critical element in our program;
- 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 ATSI background, 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;
- Our school, when developing its Curriculum Plan, will provide at least 25 hours student instruction per week;
- The School Improvement and Leadership Teams will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices;
- Input will be sought from the relevant staff in a particular curriculum area when determining programs for the following school year;
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Foundation to 6 in accordance with DEECD policy and guidelines;
- Every year our school will do an audit of the year Foundation to 6 curriculums. Professional learning teams will audit the curriculum of a particular program to see which domains, dimensions and strands of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning;
- The DET requirements related to the teaching of Physical Education, Language other than English (LOTE - Spanish), Visual Arts and Performing Arts, and English as an Additional Language/Dialect (EAL/D) will continue to be implemented.

- The Digital Technologies Curriculum will be integrated across the school to support the enhancement of teaching and learning outcomes;
- In developing its curriculum plan, the school will provide a broad range of educational pathways to ensure improved student outcomes.

Ratified by School Council: 2019

Review Date: 2022

Appendix A

Curriculum Plan – including time allocations

Years Foundation to Grade 6

The curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis. There are two periods in the first block of time of 60 minutes and two further sessions which are 100 minutes and 80 minutes respectively. The breakdown of the weekly cycle is as follows:

[Timetable Audit: June 2019](#)

Foundation to Year 2		Years 3 to 6	
Domain	Average Minutes per week (should be 1500)	Domain	Average Minutes per week (should be 1500)
English (includes Library)	603	English (includes Library)	516
Mathematics	333	Mathematics	303
Integrated Studies	150	Integrated Studies	275
Languages - Spanish	40	Languages - Spanish	40
Physical/Social/Emotional Health	190	Physical/Social/Emotional Health	133
PE	70	PE/Sport	113
The Arts (Performing and Visual)	80	The Arts (Performing and Visual)	80
Rolls, pack up, unallocated time	34	Rolls, pack up, unallocated time	40

TOTAL	1500 per week	TOTAL	1500
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*Integrated Studies includes: Humanities, Science, Digital Technologies, Design Technologies, Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capabilities.