



CURRICULUM FRAMEWORK POLICY

POLICY STATEMENT:

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.

In partnership with parents and carers, our school encourages and supports 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 offerings. It will be in the form of a Curriculum Plan **(see Appendix A)**.

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.
- There will be a broad offering of programs to meet the needs and interests of students and comply with department guidelines.
- The Victorian Curriculum will be used as a framework for curriculum development and implemented from Foundation to Year 10, in line with Department of Education and Training (DET) guidelines.
- Modifications to the curriculum content for students with complex needs or medical conditions will be made in consultation with the parents and leadership team.
- A purpose designed Senior Curriculum will be implemented from years 10-12. A critical element in this program will be to prepare young people for the transition from school into post school options.
- School curriculum programs are designed to enhance effective learning and are supported by our therapy staff so that students have the best opportunities to access their learning.
- Our school will continue to prepare young people for the transition from school into secondary college and from kinder to primary school.
- 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, and students from language backgrounds other than English.
- Our school will identify and cater for the different needs of individual students. Each student will have a Personalised Learning Plan (PLP) based on assessment using the ABLES tools and the Victorian Curriculum.
- Teachers and therapists will collaborate to write the PLP after consultation with parents/carers in Student Support Group Meetings (SSG). The ABLES assessment results and developmental level of the student will be shared during these meetings.
- All areas of the Victorian Curriculum will be addressed in our whole School Curriculum Plan in a two year cycle. Geography and History will be covered on alternating years.
- The Curriculum Coordinator, in consultation with teaching staff, 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 the curriculum area when determining programs for the following school year.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- The use of Augmentative and Alternative Communication (AAC) appropriate to individual student needs 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 broad range of educational pathways to ensure improved student outcomes.
- Student learning outcomes data will be reported in the Annual Report to the School Community and provided to the DET.
- Our school will embed student well being in all learning experiences through the implementation of the School Wide Positive Behaviour Support Program to create a safe and inclusive learning environment that incorporates the personal and social issues of students into their daily learning experiences



REPORTING

- Individual Student Reports prepared mid year will detail what is being done to achieve the student's goals and progress in all learning areas. End of year reports report against the students' individual goals. Achievement of these goals is rated on a scale of 1 to 5. Teachers also include comments on the student's progress, interests and achievements in each area.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET

EVALUATION

- This policy reviewed in March 2019