

CURRICULUM FRAMEWORK POLICY

PUROPSE

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student progress and performance against the expected achievement standards.

AIMS

To optimise student learning through the implementation of the Victorian Curriculum across each domain from Prep to Year 6 in a manner that is consistent with Department of Education and Training requirements and school-identified needs. As outlined in the Victorian Curriculum, we provide a sequential curriculum that will enable students to:

- Learn knowledge, skills and behaviours in the eight learning areas of the Arts, English, Health and Physical Education, the Humanities (including civics and citizenship), languages (Italian), Mathematics, Science and Technologies.
- Explore different ways of thinking, solving problems and communicating. They develop skills in building and managing social relationships and working with others. Students take responsibility for their learning, and learn about their own and others' cultures as global and ethically responsible citizens. These aspects of the curriculum are outlined in the four general capabilities.

IMPLEMENTATION

- School Council will provide adequate resources for the implementation of the Victorian Curriculum and associated professional development.
- *The language offered at the school is Italian which is taught for one hour per week from Prep to Year 6. The program is delivered by a qualified language teacher.*
- All teachers are required to work with their respective teams to use the Victorian Curriculum to contribute to the development and implementation of guaranteed and viable curriculum, and to implement student needs-based lessons using agreed planning templates, assessment tools and instructional model/s.
- All staff will use the Victorian Curriculum content descriptions when planning as these describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn.
- Curriculum will be differentiated in the key areas of literacy and numeracy so that the learning is within the students' zone of proximal development. Zones of proximal development for each student will be determined by pre and post-testing and will be used to create fluid and flexible student groupings.
- Student achievement will be measured and reported to students, parents, Department of Education and Training and the wider community against the Victorian Curriculum achievement standards. The achievement standards outline the essential knowledge, skills and behaviours students are expected to demonstrate within each domain.

Further information and resources

- Department of Education and Training's School Policy Advisory Guide: [Curriculum](#).

REVIEW CYCLE

This policy was last updated in November 2020 and is scheduled to be reviewed annually.