

# Curriculum Framework Policy

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## PURPOSE

To ensure Carranballac P-9 College complies with DET policy and guidelines in relation to its curriculum framework.

## SCOPE

This policy applies to **all teaching and learning programs and environments at the school including:**

- Classroom instruction
- Camps and excursions
- Online forums

Teaching staff at Carranballac P-9 College will ensure that the curriculum meets the minimum standards with:

- **A time allocation per each of the eight learning areas** as defined by the Victorian Curriculum and found in the Carranballac P-9 College curriculum audit
- **An explanation of how curriculum and teaching practice will be reviewed**
- **An outline of how the school will deliver its curriculum** - found in the Carranballac P-9 College
- whole school sequential and scaffolded curriculum
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan and Annual Implementation Plan (AIP))

This policy is intended to inform staff and the community about the curriculum offerings at the school.

## DEFINITION

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D' for students with disabilities.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and

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in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with disabilities.

### POLICY

Carranballac P-9 College will use the Victorian Curriculum as the basis of its curriculum framework. The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education (including Sport), Humanities, Languages, Mathematics, Science, Technologies. The school may support the Victorian Curriculum with other programs according to priorities e.g. Outdoor Education and Drug Education.

All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.

Time for each learning area will be allocated according to the whole-school curriculum plan. The school will ensure English as an Additional Language (EAL) is provided for new arrivals.

If applicable the school will provide quality and meaningful education for Koorie students by use of the *Marrung: Aboriginal Education Plan 2016-2026*.

All school programs will support and promote the principles and practice of Australian democracy including a commitment to the following, as outlined in s 1.2.1 of the *Education and Training Reform Act 2006 (Vic)*:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.

A wide range of educational resources to support teaching and learning will be accessed.

The school will undertake a range of student assessment and reporting activities.

The school will ensure that classrooms are safe and classroom activities are conducted safely.

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### Assessment and Reporting

Carranballac P-9 College 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. Carranballac P-9 College has a comprehensive assessment schedule available on the school's website.

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:** Carranballac P-9 College report to parents/carers using student reports, and parent teacher interviews to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- **School reporting:** Carranballac P-9 College reports to the local community via their Annual Report, providing a concise summary of the school's achievements and progress. This is available on the school's website
- **System reporting:** The Department reports Carranballac P-9 College's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years Prep to 9
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

**Note:** There may be specific instances where Carranballac P-9 College decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

In addition to producing student reports, schools will offer a parent-teacher conference to discuss the student's progress. Carranballac P-9 College will assess and report student

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progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed.

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, 5, 7 and 9 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year.

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system.

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Schools use the English Online Interview to generate a wide range of reports that can provide valuable diagnostic information to inform program planning and resource allocation. At the start of each year all Prep – students at Carranballac P-9 College are assessed using the English Online Interview (this assessment is optional for Year 1 and Year 2 students).

The interview is a one-to-one interview between the teacher and student with the teacher recording the responses in an online system. This interview assesses students against the three modes of English (Reading, Writing, Speaking and Listening) and is accessible by all Prep to Year 2 teachers in Victorian government schools during a defined 4 week period at the start of each year contains a wide range of support materials for administering the interview.

### Managing student records

Schools are required to create, manage and dispose of electronic and hardcopy public records (i.e. student records) in accordance with the Public Records Act 1973 (Vic) (PRA). Carranballac P-9 College operates a system for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

Where public records are stored with an online service (services that provide virtual spaces and portals through which information can be stored and shared, and transactions between schools and parents/carers can be recorded, e.g. cloud technologies), Carranballac P-9 College must be able to have access to those records for the retention period.

**Note:** The Department has developed policy to assist schools to meet legislative and business requirements for the creation, storage and disposal of records.

### Program Development

Carranballac P-9 College will provide a variety of programs that will 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.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will provide at least 25 hours student instruction per week.

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## Program Implementation

The Carranballac P-9 College, School Improvement Team (SIT) 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. To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum.

The DET requirements related to the teaching of Languages, Physical Education, and New Arrivals Program/English as an Additional Language (EAL) will continue to be implemented. Students in P-6 have the opportunity to learn an Asian language (LOTE Japanese)

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide (see resources)

Curriculum leaders will be required to review their policy statement (where applicable), and prepare a comprehensive annual program budget and present these to the Finance Subcommittee as part of the school's annual budget

## Student Wellbeing and Learning

Carranballac P-9 College 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 - School Wide Positive Behaviours and Respectful Relationships curriculum;
- providing a flexible, relevant, inclusive and appropriate curriculum;
- accommodating student developmental needs within the Victorian Curriculum stages of schooling.

## Students with Disabilities

The DET and Carranballac P-9 College are 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. Carranballac P-9 College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

## Koorie Education

Carranballac P-9 College is committed to providing culturally appropriate and inclusive programs to Koorie students (where applicable) through:

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- 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.

### Program Evaluation & Review

The School Improvement Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, school-based testing, teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used will include Compass analytics and Google Drive.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. 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.

### FURTHER INFORMATION AND RESOURCES

#### Related School Policies

- Engagement and Wellbeing Policy
- Bullying Prevention Policy
- Homework Policy
- Digital Learning Policy

### APPENDIX A

#### Related DET RESOURCES

The Department's Policy and Advisory Library:

- [Curriculum Programs Foundation to 10](#)

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- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Drug Education Policy](#)

### EVALUATION

This policy will be reviewed as per the review cycle and/or updated to reflect changes in DET regulations or school circumstances.

### **Appendix A**

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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 each other and the school community.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, a Language Other than English and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in musical activity according to the staffing resources.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams currently are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies. Support programs for “children at risk” are provided at each level.

The school has Curriculum and School Improvement Teams with a curriculum leader and teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting and personalised learning.

The Leadership Group is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures.

There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

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.