

Curriculum Framework Policy

PURPOSE

The Carranballac College community has consistent approach to teaching and learning to provide a guaranteed and viable curriculum, in line with the Victorian Curriculum 2.0. The curriculum will be aligned to college values (respect, inclusiveness, resilience, integrity and responsibility) and support in developing excellence in lifelong learners who are connected, resilient and respectful.

SCOPE

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

- Classroom instruction; subject, specialist and elective classes
- Camps, incursions and excursions
- Learning tasks
- Online forums

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

- A time allocation for each of the eight learning areas as defined by the Victorian Curriculum and found in Carranballac P-9 College curriculum audits
- An explanation of how curriculum and teaching practice will be reviewed
- An outline of how the school will deliver its curriculum
- Whole school sequential and scaffolded curriculum including yearly overviews, term overviews, unit planners and individual class work programs
- 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 Carranballac College.

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 level 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.

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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 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 English, Mathematics, Science, Health and Physical Education (including Sport), Humanities, Languages, Technologies and The Arts. The school may support the Victorian Curriculum with other programs according to priorities e.g. Outdoor Education and Drug Education.

The Curriculum Framework Policy is aligned to FISO 2.0 and the Victorian Teaching and Learning Model, with a focus on Learning and Well-Being.

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

Time for each learning area will be allocated according to the whole-school curriculum plan.

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.

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The school will ensure that classrooms are calm, orderly and learning experiences are conducted safely.

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, 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 conferences. We are focussed on strengthening family partnerships by engaging teachers and families in regular and meaningful communication about student learning needs.
- **School reporting:** Carranballac P-9 College reports to the local community each year 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.

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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 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, conventions of language (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, learning experiences 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

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performance standards. These reports are provided to inform the processes of school strategic planning and review.

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

Schools use the English and Maths Online Interviews 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 Foundation students at Carranballac P-9 College are assessed using the English and Maths Online Interview 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 Mathematics and is accessible by all Foundation to Year 2 teachers in Victorian government schools during a defined four week period at the start of each year and 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 a 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, high and low achievement and students from language backgrounds other than English.

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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.

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. Curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum to facilitate this implementation

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 F-8 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 statements (where applicable), 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

All students are empowered to learn and achieve, experiencing high quality teaching practice that promotes learning and wellbeing, equipping them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.

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 including explicit teaching of School Wide Positive Behaviours and Respectful Relationships

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- 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 that ensures all students, 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 sensitive, appropriate and inclusive programs to Koorie students (where applicable) through:

- working in line with DET Marrung strategy ensuring that all Koorie Victorians achieve their learning aspirations.
- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community,
- 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.
- (should we mention commitment to Murrung champion here?)

Program Evaluation & Review

The School Improvement Team and PLC leaders 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, PAT, On Demand, school-based testing and teacher judgments based on learning outcomes in the Victorian Curriculum. Tools used may include SPA, Compass analytics, Panorama and other data repositories.

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.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Community and DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority (VRQA).

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FURTHER INFORMATION AND RESOURCES

Related School Policies

- Teaching and learning Policy
- 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](#)
- [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](#)
- [Victorian Teaching and Learning Model](#)

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, and Investigations which addresses Science, Humanities, Technologies, 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 (Japanese), Visual Art and Music. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education, camps and incursion/excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in musical activity employing an external provider.

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 Investigations. Support programs for vulnerable children are provided at each level.

Carranballac College manages curriculum through Lead Teams; Learning and Wellbeing. Learning is comprised of Literacy, Numeracy and Assessment/Reporting. Wellbeing is comprised of School Wide Positive Behaviours Support, Well-being and Attendance.

The Leadership Team is focused on 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 strategic and focused professional learning 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.