

Curriculum Framework Policy

Rationale:

The school curriculum is a statement of the purpose of schooling. It defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions. Enabling students' progress along this learning continuum is the fundamental role of teachers and schools.

Our school encourages students to strive for excellence in all their endeavours and reach their full potential. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, experiential, and inclusive curriculum.

The Curriculum is based on the Victorian Curriculum A-D F-10. Teaching staff have developed a Whole school Curriculum Structure, which outlines subjects to be covered across the breadth of the school and required subject contact time.

Each year the school will map out its Whole School Curriculum Content to ensure continuity and cohesiveness across the school. Teachers will plan together to formulate a balanced and diverse program to suit individual needs and abilities.

Aims:

Skene Street Specialist School will adhere to the DEECD guidelines where practical in planning for curriculum delivery in our school. This policy should be implemented in alignment with:

1. Skene Street Specialist School (SSSS) Strategic Plan
2. Skene Street Specialist School Annual Implementation Plan
3. DET Curriculum Planning Guidelines
<http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
4. Victorian Curriculum and Assessment Authority (VCAA) Guidelines
<http://www.vcaa.vic.edu.au/>

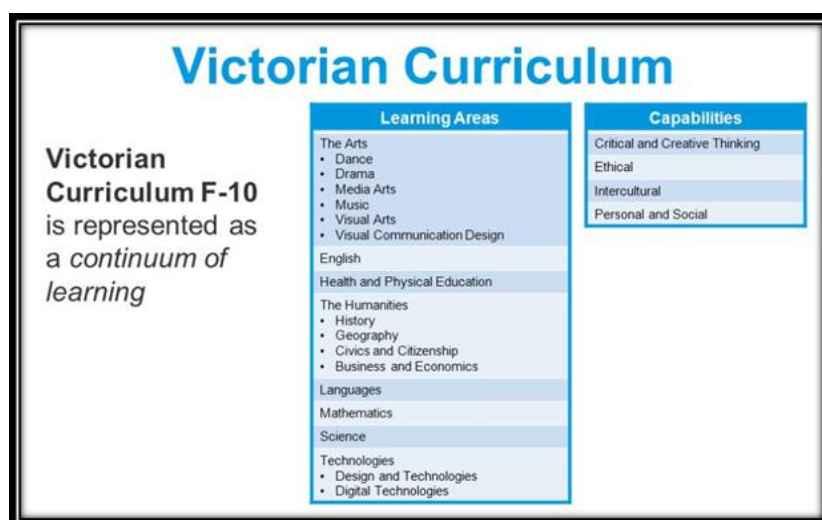
Skene Street Specialist School will:

1. Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
 2. Comply with all DET guidelines about the length of student instruction time required in Victorian schools.
 3. Ensure School curriculum programs are designed to enhance effective learning.
 4. Prepare young people for the transition from school into further education, supported programs and careers.
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Implementation:

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 with English language difficulties.

1. Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
2. Our school when developing its Whole School Curriculum Plan will provide at least 25 hours of structured student contact time per week.
3. The 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.
4. The Victorian Curriculum will be used as frameworks for curriculum development and delivery across the school as appropriate for each student within DET policy and guidelines.
5. Digital Literacy will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
6. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
7. The teachers will meet regularly as a PLT group to plan whole school programs and activities, share and collate information/data and formulate assessment tasks. Data analysed will include, but is not limited to, PM reading benchmarking, ABLES, Task Analysis Checklists, school based testing, teacher judgments based on learning outcomes and Victorian Curriculum and Transition outcomes.
8. Student learning outcomes data will be reported to parents twice yearly and related to each student's Individual Education Plan. All other data will be collated and managed at a school level.



Policy Review and Approval

Policy last reviewed	May 2022
Consultation	School Council
Approved by	Principal
Next scheduled review date	May 2026
