



CURRICULUM FRAMEWORK

PURPOSE

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 performance against standardised learning outcomes.

OBJECTIVE

To improve student learning through the implementation of the Victorian Curriculum across all year levels in a manner consistent with departmental requirements and locally identified needs.

POLICY

The Victorian Registration and Qualifications Authority Guidelines to the [Minimum standards and requirements for school registration](#) outlines that schools are required to provide all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

- Our school is committed to the successful implementation of the Victorian Curriculum across F-6 year levels.
- The principal, Learning Specialist and all teachers will lead the development and implementation of a whole school curriculum plan, with Scope and Sequence documents to include all key learning areas.
- The School Strategic Plan and related Annual Implementation Plan will outline strategies for improvement in student learning outcomes.
- All DET timelines and reporting requirements will be met.
- The Department provides additional support to schools to strengthen curriculum planning as part of the [Framework for improving student outcomes \(FISO\): continua of practice](#) within the dimension of [curriculum planning and assessment](#).

- School-based documented curriculum plan, assessment and shared pedagogical approaches is an essential element of the [Framework for Improving Student Outcomes \(FISO\) Continua of Practice](#) for School Improvement. FISO recommend that schools allocate time and resources for teachers to share pedagogical content knowledge about the curriculum, the implementation and monitoring of effective learning programs, and the planning of content-specific instruction. Teachers should place student needs at the centre program planning and delivery and collaboratively design and implement a scope and sequence of learning which is regularly reviewed and updated.
- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the needs of each staff member.
- The community will be kept well informed of the curriculum, with in-school sharing sessions, regular updates on newsfeeds, and celebrations of school and student successes. The school website will provide information and resources.
- Student achievement will be measured and reported to students, parents, DET and the wider community against the Victorian Curriculum standards for learning areas and capabilities.
- All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations of student achievement data.
- Data will be discussed with students and used to assist them in goal setting.
- School council will provide adequate resources for the implementation of the Victorian Curriculum and associated professional development.

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy

St Leonards Primary School Website <https://www.stleonardsps.vic.edu.au>

REVIEW CYCLE

This policy was updated on Feb 22nd 2021 and will be reviewed as part of the school's review cycle and in response to changes in DET curriculum framework in February 2022.

<http://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities>

Victorian Curriculum Overview

Learning areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum. The design of the Victorian Curriculum F–10 is set out below:

Learning areas	Capabilities
<p>The Arts</p> <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design <p>English</p> <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

Learning areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined

by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10 is the provision of content descriptions and achievement standards in the four capabilities.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Australian Curriculum F–10 includes three additional general capabilities:

- Literacy
- Numeracy
- Information and Communication Technologies (ICT).

The Victorian Curriculum F–10 design does not include these three general capabilities as separate learning areas or capabilities with discrete knowledge and skills.

Given the inclusion of a Literacy strand in English, and the proficiencies of understanding, fluency, problem solving, and reasoning in Mathematics, it is unnecessary to define Literacy and Numeracy as a distinct curriculum. The learning of the skills and knowledge defined by the ICT general capability are now embedded in student learning across the curriculum.

There is considerable research that identifies the importance of the teaching of literacy and numeracy and ICT in the context of the different curriculum areas. It is both appropriate and necessary that the literacy, numeracy and ICT requirements be embedded in the curriculum areas.

Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

Numeracy

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Information and Communications Technologies

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas.

The Literacy, Numeracy and ICT general capabilities from the Australian Curriculum F–10 are therefore represented in the Victorian Curriculum F–10 as embedded in each curriculum area and are not discrete areas against which teachers should report student progress.