

# Yarra Ranges CURRICULUM FRAMEWORK SDS POLICY

## 1. POLICY STATEMENT

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our school encourages its students to be the best that they can be. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. In a teaching partnership with parents and guardians we focus on life skills .....

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

## 2. GUIDELINES

- 2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
- 2.2 Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.
- 2.3 There will be a broad offering of programs to meet the demands of students. At our school our students access AusVELS Levels appropriate to their age, with learning experiences modified to meet their learning needs. The AusVELS will be implemented from foundation to year 9 and a purpose designed Senior Curriculum will be implemented from years 10 to 12.
- 2.4 The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education. Our school also places a high priority on the teaching of this.
- 2.5 School curriculum programs are designed to enhance effective learning.

**2.6** Preparing young people for the transition from school into post-school options is a critical element in our senior program.

**2.7** Teaching and learning programs will be resourced through Program Budgets.

### **3. PROGRAM**

**3.1.1** 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, giftedness and students from language backgrounds other than English.

**3.1.2** Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

**3.2** Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf>

**3.3.1** The Curriculum Committee 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.

**3.4.1** The AusVELS will be used as a framework for curriculum development and delivery at years F to 10 in accordance with DEECD policy and guidelines.

**3.4.2** Every year our school will do an audit of our years F to 10 curriculum using our own audit tool. This tool will enable professional learning teams and the curriculum team to audit the curriculum to see which domains, dimensions and standards of the AusVELS are currently being addressed. This audit will inform future curriculum planning.

To facilitate this implementation, an AusVELS Implementation and Individual Planning at Yarra Ranges Special Developmental School handbook is being developed. Assessment criteria and record keeping pro-formas are used that reflect the Australian Curriculum and Victorian Essential Learning Standards (AC and AusVELS).

**3.5** The DEECD requirements related to the teaching of Physical Education, and Sports Education, will continue to be implemented.

**3.6.1** The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

**3.6.2** Middle Years of schooling approaches will continue to be developed and implemented.

**3.7** In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

- 3.8** The Curriculum Committee 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, Ables, On Track, school based testing and teacher judgments based on learning outcomes in AC and AusVELS.
- 3.9** Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DEECD, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

## 4. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

<b>Date Implemented</b>	August 2014
<b>Author</b>	Curriculum Committee
<b>Approved By</b>	School Council
<b>Approval Authority (Signature &amp; Date)</b>	
<b>Date Reviewed</b>	2015
<b>Responsible for Review</b>	Curriculum Committee
<b>Review Date</b>	This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.
<b>References</b>	<p>Links which are connected with this policy are:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.education.vic.gov.au/studentlearning/curriculum/default.htm">http://www.education.vic.gov.au/studentlearning/curriculum/default.htm</a></li> <li>• <a href="http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm">http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm</a></li> <li>• <a href="http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm">http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm</a></li> <li>• <a href="http://www.vcaa.vic.edu.au/vce/">http://www.vcaa.vic.edu.au/vce/</a></li> <li>• <a href="http://www.vcaa.vic.edu.au/vcal/index.html">http://www.vcaa.vic.edu.au/vcal/index.html</a></li> </ul> <p>Appendices which are connected with this policy are:</p> <ul style="list-style-type: none"> <li>• Appendix A: Curriculum Plan – including time allocations</li> <li>•</li> </ul>

# Curriculum Plan – including time allocations

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## Years F - 3

The curriculum is based on the AusVELS standards. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

### Years F - 3

Years F-3 (from 2014)		Years F-3 (from 2015)	
Domain	Minutes per week	Domain	Minutes per week
English	300	English	300
Mathematics	200	Mathematics	200
Science	150	Science	150
History	100	Humanities (History/Geography)	100
Health and Physical Education	120 100 mandated	Health and Physical Education	100
The Arts	150	The Arts	150
Information and Communications Technology	150	Information and Communications Technology	150
Personal and Social Learning  (Interpersonal Development and Personal Learning)	425	Personal and Social Learning  (Interpersonal Development and Personal Learning)	400
		Civics and Citizenship	25
<b>TOTAL</b>	1500 per week	<b>TOTAL</b>	1500 per week

\*Includes the AusVELS Interdisciplinary Learning Domains: Thinking Processes, Design, Creativity and Technology and Communication domains

## Appendix A

### Curriculum Plan – including time allocations

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#### Years 4 - 9

The curriculum is based on the AusVELS standards. The timetable is structured on a weekly basis.. The breakdown of the weekly cycle is as follows:

#### Years 4-9

Years 4-9 (from 2014)		Years 4-9 (from 2015)	
Domain	Minutes per week	Domain	Minutes per week
English	230	English	250
Mathematics	275	Mathematics	250
Science	130	Science	100
History	30	Humanities (History/Geography / Civics and Citizenship)	120
Health and Physical Education	160	Health and Physical Education	180
The Arts	130	The Arts	130
Information and Communications Technology	45	Information and Communications Technology	50
Personal and Social Learning (Interpersonal Development and Personal Learning)	500	Personal and Social Learning (Interpersonal Development and Personal Learning)	420
TOTAL	1500 per week	TOTAL	1500 per week

\* Includes the AusVELS Interdisciplinary Learning Domains: Thinking Processes, Design, Creativity and Technology and Communication domains

## Appendix A

### Curriculum Plan – including time allocations

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#### Years 10-12

The curriculum is based on our Senior Curriculum. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

#### Years 10-12

Years 10-12 (from 2014)		Years 10-12 (from 2015)	
Domain	Minutes per week	Domain	Minutes per week
Functional Literacy	200	English	250
Functional Maths	234	Mathematics	250
Leisure and Recreation	251	Leisure and Recreation	300
Health and Physical Education			
Leisure and Recreation	50		
The Arts			
Work Education	500	Pathways Specific skills	350
Information and Communications Technology	60		
Personal Development	205	Personal and Social Learning	350
TOTAL	1500 per week	TOTAL	1500 per week

\*Includes the AusVELS Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains