

# **CURRICULUM FRAMEWORK POLICY**

**KATANDRA SCHOOL**

**NOVEMBER 2020**

# Contents

<b>OVERVIEW</b> .....	<b>3</b>
<b>OUTLINE</b> .....	<b>3</b>
<b>POLICY</b> .....	<b>4</b>
(a) Curriculum Guidelines .....	<b>4</b>
(b) Program Development.....	<b>4</b>
(c) Program Implementation .....	<b>4</b>
(d) Student Wellbeing and Learning .....	<b>5</b>
Students with Disabilities .....	5
Koorie Education .....	5
(e) Curriculum Evaluation and Review .....	<b>6</b>
<b>FURTHER INFORMATION AND RESOURCES</b> .....	<b>6</b>
<b>REVIEW CYCLE</b> .....	<b>6</b>

## OVERVIEW

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.

Katandra School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula. As each student is diverse in their abilities and needs, Individual Learning Plans (ILP) are implemented for all students and these are the basis of curriculum development along with explicit lessons that are mapped to all domains of the Victorian Curriculum.

The **Katandra School Curriculum Framework** is founded on the major task areas that each student will undertake on their journey through their primary education. These task areas guide the development of the **Individual Learning Plan** (ILP) and the goals held within. This document is utilised to firstly identify vital goal areas for individual students at any point in their education; then as a catalyst to create meaningful and engaging curriculum programs within the classroom. The classroom in this sense, does not confine itself to the four walls of the school building, but rather extends out into the community in which these students will live and work as they enter adolescents and adulthood.

## OUTLINE

Students undertake a holistic curriculum program that is suited to their individual strengths, weaknesses, interests, skills and talents. The framework encompasses each aspect of learning that is required in a specialist educational setting. It is structured in the following way:

- **Task Areas** – These are aligned to Victorian Curriculum domains, plus an additional area of specialist/therapeutic programming, in which all curriculum is encompassed
- **Focus Areas** – Each task area is divided into focus areas, which are groups of common tasks/skills the students require and are based on differentiated learning and instruction
- **Tasks/Skills** – Each focus area has a complete set of tasks/skills, written in their simplest form, which are referred to when writing goals and developing classroom curriculum programs

## **POLICY**

### **(a) Curriculum Guidelines**

Katandra School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Katandra School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

### **(b) Program Development**

Katandra 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.

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 for curriculum development and delivery at Foundation - Year 6, with ABLES pre-Foundation: Levels A-D curriculum framework used for the majority of students who have learning difficulties and are working below level F. All curriculum planning and implementation is in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

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

### **(c) Program Implementation**

Classroom staff and specialist staff will determine the curriculum program for the year ahead, 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 school year.

Katandra also has a 6-year unit of inquiry cycle that is based on student interest and 2-year bands outlined in the Victorian Curriculum. Programs will also be allocated to the specific term's unit of Inquiry.

**Note: The 6-year cycle can be found in all curriculum documentation, staff handbook and school website.**

To facilitate this implementation, course handbooks, assessment criteria and record keeping documentation and pro-formas will be produced that reflect the Victorian Curriculum.

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 '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

#### **(d) Student Wellbeing and Learning**

Katandra School 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;
- providing a flexible, relevant, inclusive and appropriate curriculum;
- accommodating student developmental needs within the Victorian Curriculum stages of schooling; and
- align Respectful Relationships curriculum and School Wide Positive Behavior Support (SWPBS) programs into the teaching and learning framework.

#### **Students with Disabilities**

The Department of Education and Training and Katandra School is 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.

Katandra School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

#### **Koorie Education**

Katandra School is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- 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; and
  - implementing initiatives and programs that meet student needs and in partnership with the Koorie community

### **(e) Curriculum Evaluation and Review**

The Curriculum team will meet twice per year to track whole school data and identify potential curriculum areas that require focus. Data analysed will include goal achievement in student Individual Learning Plans, ABLES assessments, Running Records, Assessments in the whole school schedule, Sentral Continuum Tracker and Student Reports.

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 and on the school website.

## **FURTHER INFORMATION AND RESOURCES**

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)
- Katandra Staff Handbook

Note: Katandra Staff should refer to the 'Staff Handbook & Curriculum Folders' and also staff whole school documents on the server, for overviews on the 2-year Curriculum Plan, Assessment Guidelines, Reporting Guidelines, Subject time allocation and planning expectations.

## **REVIEW CYCLE**

*This Code of Conduct or Policy was endorsed/approved by the Katandra School Council on November 2020 for review if legislative or other changes require in the interim or no later than November 2022.*

<b>Date Implemented</b>	November 2020
<b>Author</b>	Rhett Watts
<b>Approved By</b>	School Council
<b>Approval Authority (Signature &amp; Date)</b>	School Council President: Kellie Easton Signature Date
<b>Date to be Reviewed</b>	November 2022
<b>Responsible for Review</b>	Rhett Watts, Thomas Cazaly
<b>References</b>	Victorian Government Schools Reference Guide