



CROYDON SDS

CURRICULUM FRAMEWORK POLICY AND STUDENT LEARNING OUTCOMES STATEMENT



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on ph. 9725 4933 or by email at: croydon.sds@education.vic.gov.au

PURPOSE

The purpose of this framework is to outline Croydon SDS's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school Teaching and Learning Handbook and curriculum planning documentation.

OVERVIEW

Croydon SDS provides 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 post school options (work, training, or further education).

Croydon SDS is committed to offering a comprehensive curriculum based on the Victorian Curriculum A-D, F-10 and Victorian Pathways Certificate. The key points in these frameworks, and in line with the A-D and F-10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on three-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Complying with Departmental policies relating to curriculum provision, including:
 - Physical and Sport Education — Delivery Outcomes
 - Sexuality and Consent Education

“Croydon SDS is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our school promotes independence through active learning. To achieve this, the school provides sequential teaching and learning programs that deliver comprehensive, broadly based, and culturally inclusive curricula. That is, a strengths-based approach to support students fulfilling their individual potential with a teaching partnership with

students, parents/guardians, we focus on independence and autonomy with a functional application of learning”.

IMPLEMENTATION

Croydon SDS’s School Improvement Team and Professional Learning Team regularly reviews whole school curriculum programs based on provisional needs and departmental policy requirements. Input is sought from teacher meetings and relevant staff in the curriculum areas when planning and implementing programs for the following school year.

The Croydon SDS Teaching Learning Handbook is used to facilitate curriculum planning and implementation. Integrated unit planners, A-D scope and sequence documents, teaching and learning model, record-keeping documentation etc. are all outlined in this document.

At Croydon SDS, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 X 60 minute sessions.

The use of Digital Technologies is integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DE’s School Policy & Advisory Guide, and Teach with digital technologies.

The curriculum team reviews the curriculum policy statement annually and table it to school council.

To ensure that Croydon SDS complies with all DE guidelines about the length of student instruction time required in Victorian schools, we provide:

- Curriculum planners document time allocations per each of the eight learning areas.
- documented strategies to improve student learning outcomes (found within the ‘School Strategic Plan’ and associated ‘Annual Implementation Plan’).
- an outline of how the school will deliver its curriculum is found in the Croydon SDS teaching and Learning Handbook including the Assessment Guide.

Croydon SDS meets the minimum standard of 25 instructional hours each week. Our Curriculum is planned across 4 age-based sections; Primary 1 (Foundation- level F-2), Primary 2 (early Breadth- level 3-6), Secondary (Breadth- level 7-9), and Transition (Pathways- level 10 -12) and addresses these eight learning areas:

- English
- Mathematics
- Science (including physics, chemistry, and biology)
- Humanities and social sciences (including history, geography, economics and business, civics and citizenship)
- The Arts
- Languages
- Health and Physical Education

Each class is timetabled to a weekly session of each of our three specialist programs, Physical Education, Dream Big and Community Health.

The evidence-based framework, School Wide Positive Behaviour Support at Croydon SDS enhances student wellbeing and engagement in all learning by creating an educational environment that is inclusive and meaningful to all students.

Explicit teaching of expected behaviours, Respectful Relationships, eSmart and SoSAFE are outlined in the Croydon SDS year level cycle planners.

Transitions for students commencing school and throughout their schooling will be strategically planned for and monitored. Preparing young people for the transition from school into further education and careers is critical in our transition section and facilitated through our transition program.

Croydon SDS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example, the regional Koorie Education Support Officer.
- 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.

Teaching and learning programs will be resourced through Program/Section Budgets.

Pedagogy

The pedagogical approach at Croydon SDS is underpinned by the Structuring Functional Independence Framework. The use of visual schedules promotes supported independent learning opportunities for students to achieve success. FISO 2.0, is at the centre of all teaching, ensuring that wellbeing is supported and taught to create a successful learning environment and opportunities for all students.

Assessment

Croydon SDS assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Croydon SDS have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Teachers at Croydon SDS use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.

- Teachers develop Individual Education Plans (IEPs) for all students in consultation with students, parents and where appropriate, with outside agencies.
- The school will continuously monitor and assess student outcomes using a variety of assessment strategies and tools that include, but not limited to, ABLES, CSDS Assessment Profile, Fountas and Pinnell and task analysis and teacher judgement.
- All teaching staff will implement the school's assessment schedule.
- Assessment is used in an ongoing way, to guide future learning goals and strategies in the IEP's, lessons and learning.
- Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks that directly support IEP goals are Task Analysis. Other assessments may include, but are not limited to, tests, projects, portfolios, performances and anecdotal notes.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds,

planning documents, etc.) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students learning needs.

- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving task analysis and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.
- The school leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.
- The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- Data will also be used to determine student support options including but not limited to behaviour support plans, provision of extra learning support and/or referral for further assessments, support and/or recommendations from allied health.

Reporting

Croydon SDS reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Croydon SDS ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

At Croydon SDS, in week 5 each term we have Student Support Group meetings where teachers meet with parents/carers and sometimes external service providers to set and review student IEPs. Interpreting services are made available where required. Twice a year parents and/or carers will be provided with a written report detailing their child's progress towards key goals and learning experiences in:

- English
- Mathematics
- Personal, Social and Community Health
- Health and Physical Education and
- Integrated Units

CSDS reports are written to be understood by parents/carers and are accessible in digital form through Compass, with the option to be translated from English to another language, to cater for our cultural needs in the school community. The reports detail the following:

- Both student achievement and progress will be included in the report.
- A five-point scale, where the level a student's achievement against each IEP goal is used for reporting against the achievement standards in English, Mathematics and Science.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders during SSG meetings and at other times on request.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

Croydon SDS reviews its curriculum plans at whole school, curriculum PLT and sections by the following:

Layer of review/planning	Process and data used (how each level of planning works in the school and what data or tools are used to inform the review)	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school	Overview of all data sets	SIT	Yearly
Curriculum Areas	Monitor and evaluate level of effectiveness/impact for specific programs under each of the PLT areas – Curriculum, Student Engagement and SWPBS: Use of relevant data sets	PLT	Yearly
Year levels	Literacy and Numeracy programs and assessments used within section – literacy and numeracy data, Task analysis, ABLES and other relevant data	Section teams	Bi-Yearly
Units and lessons	All section based unit planners, task analysis, ABLES and other relevant data	Team Leaders with Section teams	Termly
IEPs	Monitor and review individual student IEP progress through monitoring goal task analysis	Classroom and Specialist Teachers	Ongoing

Review of teaching practice

Croydon SDS reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which presents an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

This policy should be read alongside:

- Teaching and Learning Handbook
- teaching and learning program for each learning area and capability
- teaching and learning program for each year level
- unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	16 May, 2024
Approved by	Principal, Christine Pillot
Next scheduled review date	May, 2026

Croydon SDS Teaching and Learning Model

