Curriculum Framework

Purpose

Implementation of the Victorian Curriculum across Wangala Primary 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/carers 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 (VRQA) 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.

Wangala Primary School is committed to the successful implementation of the Victorian Curriculum across each of our year levels. To ensure this is successfully implemented;

- The Principal, members of the 'School Improvement Team', and curriculum coordinators 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 Plans' will outline strategies for improvement in student learning outcomes.
- All department timelines and reporting requirements will be met.
- Curriculum planning will be strengthened through use of the Department's 'Framework For Improving Student Outcomes 2.0' (FISO2.0) and the 'Victorian Teaching and Learning Model 2.0' (VTLM2.0)
- Time and resources will be allocated 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.
- Student needs will be placed at the centre of program planning and delivery.
- Opportunities will be provided for whole school professional development, as well as personal professional development plans developed that cater for the needs of each staff member.
- The Wangala Primary School community will be well informed of the curriculum, with in-school sharing sessions, regular updates on newsfeeds, and celebrations of school and student successes.
- The Wangala Primary School website will provide information and resources.
- Student achievement will be measured and reported to students, parents/carers, the department 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.
- The school will report to parents/carers each semester, reporting on student achievement and progress against the Victorian Curriculum F-10, utilising a five-point scale
- Data will be discussed with students and used to assist them in goal setting through a student conferencing and strong feedback.
- The Wangala Primary 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
- Wangala Primary School Website
- Victorian Curriculum Overview (see below)

Policy Review and Approval

Policy last reviewed	DATE: February 6th 2025
Consultation	Staff at Wangala Primary School, School Council
Approved by	School Council - Policy presented and discussed with School Council on 12/2/25
Next scheduled review date	DATE: February 2028 - noting that the recommended minimum review cycle for this policy is 3 to 4 years

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**
The Arts - Dance - Drama - Media Arts - Music - Visual Arts - Visual Communication Design English	Critical and Creative Thinking Ethical Intercultural Personal and Social

Health and Physical Education The Humanities - Civics and Citizenship - Economics and Business - Geography - History Languages Mathematics Science Technologies - Design and Technologies - Digital Technologies	

At Wangala Primary School, our classroom teachers and specialist teachers have the responsibility of planning and implementing the teaching and learning of the following subjects which respond to Victorian Curriculum F-10 learning areas and capabilities.

Classroom Teachers		**Specialist Teachers**	
Subject	**Learning Area**	**Subject**	**Learning Area**
English	English	The Arts (Art and Music)	The Arts - Dance - Drama - Media Arts - Music - Visual Arts
Mathematics	Mathematics		
Inquiry	The Humanities - Civics and Citizenship - Economics and Business - Geography - History	STEAM	- Design & Technologies - Digital Technologies - Science
	Science	Physical Education	- Health and Physical Education
	Capabilities - Critical and Creative Thinking - Ethical - Intercultural - Personal and Social		
Language	- AUSLAN		

<u>Learning areas</u>

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.

Languages at Wangala Primary School

The Victorian Curriculum F–10 learning areas include languages. At Wangala Primary School Auslan is the language other than English delivered as part of the curriculum. Since 2022, Auslan has been delivered through a weekly program offered through an external provider, with lessons delivered through a digital program. In this model, qualified teachers prepare and deliver the curriculum, with staff at Wangala Primary School learning alongside the students.