

# Curriculum Programs Foundation – Year 10 Policy

---

## Policy & Guidance

- Schools must provide all students with a planned and structured school-based curriculum program. There must be evidence of:
  - a school-based curriculum plan showing how the learning areas of the Victorian Curriculum F-10 will be substantially addressed, and how the school-based curriculum program will be organised and implemented
  - an explanation of how and when the curriculum and teaching practice will be reviewed
  - an outline of how the school will deliver its curriculum
- School-based curriculum programs must meet the minimum standards for school registration and comply with associated Departmental policies, including [Physical and Sport Education – Delivery Requirements](#), [Languages Education](#) and [Holocaust Education](#).
- Schools are encouraged to design and deliver their school-based curriculum programs flexibly, responding to the strengths, needs and aspirations of students and the school and wider community.
- Schools are expected to align the design and delivery of school-based curriculum programs to advice provided by Victorian Curriculum and Assessment Authority and to the [Framework for Improving Student Outcomes \(FISO\)](#).
- Under the minimum standards for school registration, there must be evidence of:
  - a school-based curriculum plan showing how the learning areas of the Victorian Curriculum F–10 will be substantially addressed, and how the school-based curriculum program will be organised and implemented, noting that some schools in unique circumstances can be exempted by the VRQA from addressing one or more of the learning areas of the Victorian Curriculum F–10
  - an explanation of how and when the curriculum and teaching practice will be reviewed
  - an outline of how the school will deliver its curriculum

### **F–10 Curriculum Planning Guidelines**

In the [F–10 Revised Curriculum Planning and Reporting Guidelines](#), the VCAA provides curriculum planning guidelines for schools to support them in the design and delivery of high-quality school-based curriculum programs.

The guidelines acknowledge the need to approach key stages of school differently, given that early years learners, older children and adolescents have unique learning and development needs. Key stages of schooling in the guidelines are:

- Foundation Stage (Prep–Year 2)
- Breadth Stage (Years 3–8)
- Pathways Stage (Years 9–10)

# Curriculum Programs Foundation – Year 10 Policy

---

## Purpose

- To ensure Hillsmeade Primary School is aware of requirements for school-based curriculum programs in Victorian government schools across Foundation to Year 10.

## Implementation

- As mandated, the school will align the design and delivery of its curriculum programs to the Framework for Improving Student Outcomes (FISO).
- The school will ensure the following mandated minimum delivery times for physical education and sport education are allocated:  
Prep to Year 3  
20 to 30 minutes of physical education per day  
Year 4 to Year 6  
1 hour and 30 minutes of physical education per week  
1 hour and 30 minutes of sport per week
- Time allocations are not mandated in any other learning area, but the school will ensure that time allocations substantially address all learning areas of the Victorian Curriculum F–10.
- At the Foundation stage (Prep–Year 2), the school will focus on five curriculum areas:
  - a structured teaching and learning program in English and Mathematics at each year level
  - substantial attention to Health and Physical Education
  - substantial attention to The Arts
  - substantial attention to Personal and Social Capability; and
  - a learning program that draws on the curriculum areas of: Languages (a languages program is required from Foundation), Humanities (History and Geography), Science, Technologies (Design and Digital Technologies), Critical and Creative Thinking, Ethical Capability and Intercultural Capability
- At the Breadth stage (Years 3–8), the school will broaden the focus and ensure that in each two-year band of schooling student learning includes each of the curriculum areas:
  - a structured program in English, Mathematics and Science at each year level
  - substantial attention to Health and Physical Education
  - a Languages program
  - a Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business
  - an Arts program that in Years 3–4 includes all five Arts disciplines and at Years 5–6 and 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts
  - technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies
  - a learning program that includes in each two-year band of schooling each of the capabilities: Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social Capability

# Curriculum Programs Foundation – Year 10 Policy

---

- The school will provide a curriculum that substantially addresses the eight learning areas:
  - The Arts
  - English
  - Health and Physical Education
  - The Humanities
  - Languages
  - Mathematics
  - Science
  - Technologies
- The school will provide a language program for students from Foundation to Year 6.
- Language programs will be delivered by a [Victorian Institute of Teaching \(VIT\) registered teacher](#) or staff with [permission to teach](#) across all year levels.
- The school will align the design and delivery of school-based curriculum programs to advice provided by VCAA.
  - Victorian government priorities and Departmental policies
  - Framework for Improving Student Outcomes
- In accordance with FISO recommendations, the school will 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 will place student needs at the centre of program planning and delivery and collaboratively design and implement a scope and sequence of learning which is regularly reviewed and updated.
- The school will align the design and delivery of school-based curriculum programs to FISO.
- Our school will identify and cater for the different needs of particular cohorts of students when reviewing its Curriculum Plan.
- The school's curriculum programs must:
  - incorporate opportunities for all students to enhance their own and others' wellbeing
  - support students to develop knowledge, understanding and skills that enable them to engage critically with a range of health and wellbeing areas and issues
- All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher supported by specialist staff. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.
- If applicable the school will provide quality and meaningful education for Koorie students by use of the *Marrung: Aboriginal Education Plan 2016-2026*.
- The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.
- Digital Learning will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- The school will undertake a range of student assessment and reporting activities.

# Curriculum Programs Foundation – Year 10 Policy

---

- The school will ensure that classrooms are safe and classroom activities are conducted safely.
- Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
- Please refer also to the school's *Assessment of Student Achievement & Progress Policy*, *Reporting Student Achievement & Progress Policy*, *Homework Policy*, *Koorie Education Policy*, *School Hours Policy* and the *Digital Learning – Schools Policy*.

## Evaluation

- This policy will be reviewed as part of the school's policy review cycle or if guidelines change (latest DET update mid-September 2020).

Mandatory for VRQA purposes

School Council Approval No Longer Required

The Principal may choose to table this policy with Council for noting

Reference:

<https://www2.education.vic.gov.au/pal/curriculum-programs>