



Aurora School

CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this framework is to outline Aurora School's organisation, implementation and review of curriculum and teaching practices.

Our school encourages its students/children and families to strive for excellence in all of their endeavours. To achieve this, the school provides scaffolded teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. The curriculum is based on the Victorian Early Years Learning and Development Framework (VEYLDF), Early Years Learning Framework (EYLF) for Australia, Victorian Curriculum and ABLES. These programs are well researched and evidence based and aim to support the needs of each child and their family. Communication and Literacy development is a major focus.

The School respects and values children's communication choices through a bilingual approach that allows for a variety of communication options, including Auslan, sign, listening and speaking and / or Augmentative Support Systems.

OVERVIEW

Aurora School provides all children with a curriculum to equip them with the knowledge, skills and attributes needed to develop and grow and to make a successful transition to school.

Aurora School is committed to offering a comprehensive curriculum based on the [Victorian Early Years Learning Development Framework](#) (Early Education Program) and [Victorian Curriculum F-10](#) (Foundation).

Aurora School aims to

1. Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Early Education will comply with all DE guidelines about the length of student instruction time required in Victorian schools. As this is an Early Childhood setting the curriculum and the length of student instruction time is implemented through the VEYLDF.
2. There will be a broad offering of programs to meet the demands of students: the VEYLDF, the EYLF, the Victorian Curriculum, the ABLES Program, the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS) and the Auslan Checklist.
3. The Department of Education and Training places a high priority on the teaching of Physical Education, Languages Education (previously LOTE) and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas. We provide a bilingual program, English and Auslan, for our deaf children in all classrooms.
4. School curriculum programs are designed to enhance effective learning and cater for the specific needs of deaf children.
5. Preparing young children for the transition from Aurora School into other education settings is a critical element in all programs.
6. Teaching and learning programs will be resourced through Program Budgets.



Aurora School

CURRICULUM FRAMEWORK POLICY

7. Early Intervention focuses on families as the conduit for learning for children aged 0 – 6 years old. Early Intervention uses the Family Partnership Model as a framework for working together with young children and their families.

Implementation:

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 with addressing the needs of deaf children as a high priority.

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

In Early Education, the school, when developing its Curriculum Plan, will provide at least 25 hours of student instruction per week.

The school will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan in accordance with the VEYLDF and EYLF, the Victorian Curriculum (and ABLES where necessary).

Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

The VEYLDF, EYLF, Victorian Curriculum and ABLES will be used as a framework for curriculum development and delivery in accordance with DE policy and guidelines.

To facilitate this implementation, course materials, assessment criteria and record keeping pro-formas will be produced.

In Early Education, the DE requirements related to the teaching of Physical Education (Foundation Level 20 – 30 minutes per day), Languages Education and EAL through the Bilingual Program will continue to be implemented.

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

In developing its curriculum plan the school will provide Individualised Learning Plans to ensure improved student outcomes.

Program Budget Coordinators will be required to review a policy statement and prepare a comprehensive annual program budget and submit these to School Council.

The School will track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to the following tools, CASLLS, Auslan Checklist, Pre-Prep Literacy and Numeracy assessments, school based testing, teacher judgments based on learning outcomes in VEYLDF and the Victorian Curriculum.

Student learning outcomes data will be reported in the Annual Report to the School Community and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website where possible.



Aurora School

CURRICULUM FRAMEWORK POLICY

Assessment in Foundation

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

Students at Aurora School will 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 Aurora School 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)
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Aurora School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Aurora School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Aurora School 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 Aurora School all children have an Individual Learning Plan/ Individual Education Plan.

Student learning is shared via our communication platform SeeSaw throughout the term.

Children in **Foundation** are provided with a report twice a year. *Student Support Group Meetings are , conducted to enable families the opportunity to discuss the child's needs, support, learning and goal progress and how they can continue to be supported at home. Interpreting services will be made available where required [as per the Student Support Group Meeting guidelines].*

The report will be in a written format easy for families to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Aurora School will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).

Our Early Education children are provided with a summary document of goals achieved and strategies used to attain them. Children's learning is demonstrated through a visual journal on SeeSaw.



Aurora School

CURRICULUM FRAMEWORK POLICY

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 teaching practice

Aurora School 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 provides 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:
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each group

POLICY REVIEW AND APPROVAL

Policy last reviewed	12 th September 2024
Approved by	Principal
Next scheduled review date	September 2028