



MORNINGTON SDS - CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Mornington 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, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Mornington 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 work, training, or further education.

Mornington SDS is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [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 two-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
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Mornington SDS is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Mornington SDS our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources.



IMPLEMENTATION

At Mornington SDS class time is structured into a weekly timetable, with 4 hours of core learning per day, broken into 2 hours sessions. Specialist programs are time tabled around the core curriculum.

Mornington SDS adopts a home group structure to provide students with opportunities for increased connectedness to their teachers and peers. *Home group classes are held for 15-20 minutes every morning.*

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum plans.

Language provision

Mornington SDS will deliver English as a Language, based on the understanding that communication is the key to building knowledge and skills needed for education, it also broadens their minds, develops emotional skills, and there for improves the quality of life.

Pedagogy

The pedagogical approach at Mornington SDS is about inclusion, looking at each individual and their specific needs. Language and communication are focused on throughout the school, individual learning plans and specialists teachers help deliver our educational program.

Assessment

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

Students at Mornington SDS 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 Mornington 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.*
- *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.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.*
- *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 with additional learning needs.*



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- Mornington SDS 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.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- 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

Mornington SDS reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mornington 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 Mornington SDS reports will be in a written format easy for parents/carers 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.

- Mornington SDS 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](#).
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Mornington SDS will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

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



Layer of review/planning	Process and data used.	Responsibility	Timeframe
Whole school	<p>A whole school curriculum review will take place every four years.</p> <p>The leadership team will document through its strategic plan and the annual implementation plan which key strategies for improvement in student learning outcomes form parts of its curriculum plan.</p>	Leadership team, primary members of the curriculum leadership team.	Every 4 years.
Curriculum Areas	<p>Provision of subject offerings for the whole school are determined for the following year based on student demand and the needs of the school's curriculum plan to maintain balance and a broad provision of subject choices.</p> <p>Input will be sought from relevant learning domain leaders when determining programs for the following year.</p>	Leadership team	Term 3-4 each year
Year levels	<p>Domain leaders and professional learning teams review and refine units of work in an ongoing capacity.</p> <p>Significant changes or refinements are made at the end of each year for the following year. In doing this work, teams will take into consideration data on the outcomes of the current curriculum and pedagogy implemented.</p>	Subject year level & professional learning teams	Ongoing throughout the year

Review of teaching practice

Mornington 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 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 \(FISO 2.0\)](#)



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- [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 year level
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	14 th September 2023
Approved by	Principal David Newport
Next scheduled review date	14/09/2027