



Curriculum Framework Policy

June 2020

School operations

Curriculum Programs Foundation to 10

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Policy

This policy outlines the requirements for school-based curriculum programs in Victorian government schools across Foundation to Year 10.

Summary

- 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 \(FISO\)](#).

Details

Requirements for curriculum programs in Victorian government schools are defined with reference to:

- the [Guidelines to the Minimum Standards and Requirements for School Registration](#) (Minimum Standards for School Registration) issued by the Victorian Registration and Qualifications Authority (VRQA)
- the [F–10 Revised Curriculum Planning and Reporting Guidelines](#) issued by the Victorian Curriculum and Assessment Authority (VCAA)
- Departmental policies

Minimum standards for school registration

Schools must provide all students with a planned and structured school-based curriculum program 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.

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

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.

In the Foundation stage of schooling (Prep–Year 2), schools may choose to structure their school-based curriculum program around the Victorian Early Years Learning and Development Framework (VEYLDF) outcomes (Identify, Connection, Wellbeing, Confidence and Communication). However, please note that schools are still required to report against the Victorian Curriculum F–10 achievement standards.

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)

The VCAA also provides a comprehensive online [Curriculum Planning Resource](#), which includes a self-assessment tool for schools and sample school-based curriculum plans.

Schools are expected to 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

The Department provides additional support to schools to strengthen curriculum planning as part of the [Framework for Improving Student Outcomes \(FISO\)](#). Within FISO, 'Curriculum Planning and Assessment' is identified as one of six dimensions that lead to high-impact improvement in student learning outcomes.

Schools are expected to align the design and delivery of school-based curriculum programs to FISO. Online supports for the Curriculum Planning and Assessment dimension are available on the Department website.

A minimum time allocation is mandated for physical and sport education in Victorian government schools. Refer to: [Physical and Sport Education — Delivery Outcomes](#).

Other Time Allocations

Time allocations are not mandated in any other learning area, but schools should note:

- as above, schools are required to substantially address all learning areas of the Victorian Curriculum F–10
- time allocations are not a measure of the quality of the teaching and learning program
- how much time students are given to engage with a curriculum area will influence the knowledge and skills that can be addressed

Languages

Schools are required to provide a languages program for students from Foundation to Year 10. Refer to: [Languages Education](#).

Holocaust Education

All Victorian government school students in the Years 9-10 band of schooling must be taught about the Holocaust as part of the school's curriculum program. Refer to: [Strengthened approach to Holocaust education](#)

Student Wellbeing

School-based 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

Related policies

- [Assessment of Student Achievement and Progress for Foundation to 10](#)
- [Languages Education](#)
- [Physical and Sport Education — Delivery Requirements](#)
- [Reporting Student Achievement and Progress for Foundation to 10](#)

Guidance
Guidance on developing and implementing curriculum programs ...

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