

CURRICULUM FRAMEWORK

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](#) and [Languages Education](#).
- Edithvale primary designs and delivers our school-based curriculum programs flexibly, and in response to the strengths, needs and aspirations of students and the school and wider community.
- We 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 to 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 to Year 2)
- Breadth Stage (Years 3 to 8)
- Pathways Stage (Years 9 to 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 2.0).

Schools are expected to align the design and delivery of school-based curriculum programs to FISO 2.0. Online supports for the Teaching and Learning and Assessment elements of FISO 2.0 are available on the Guidance and Resources tabs of the [Framework for Improving Student Outcomes \(FISO 2.0\)](#) policy.

Physical and sport education

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

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

All Victorian government schools are required to provide a languages program for students from Foundation to Year 10. Refer to [Languages Education](#).

Sexuality and consent education

All Victorian government school students must receive a comprehensive and age-appropriate sexual health education aligned to the Victorian Curriculum, including the teaching of consent. Refer to [Sexuality and Consent Education](#).

Teaching and learning resources – selecting appropriate materials

All Victorian government schools must ensure that teaching and learning resources provide challenging and engaging learning programs for students but do not offend students or the wider school community due to their obscene, offensive or controversial nature. Refer to [Teaching and Learning Resources – Selecting Appropriate Materials](#).

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](#)
- [Career Education Funding – Accountability and Reporting Requirements](#)
- [Holocaust Education – Delivery Requirements](#)
- [Languages Education](#)
- [Physical and Sport Education – Delivery Requirements](#)
- [Reporting Student Achievement and Progress for Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [Teaching and Learning Resources – Selecting Appropriate Materials](#)

POLICY REVIEW AND APPROVAL

Policy Review and Approval	Policy last reviewed June 2022
Consultation	School Council 12 September 2022
Approved by	Principal James Whitla and School Council

Signed by	
Next scheduled review date	September2024, noting that the mandatory review cycle for this policy 2 years