



VICTORIAN CURRICULUM POLICY

Rationale:

- Victorian Curriculum is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student-learning programs, assess student progress and report to parents.
- Victorian Curriculum incorporates the Australian Curriculum F–10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS).
- Victorian Curriculum uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

Beliefs:

Victorian Curriculum provides a single curriculum for levels Foundation–10. Victorian Curriculum incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning.

Victorian Curriculum has been designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the Australian Curriculum.

Implementation:

Victorian Curriculum is based on the Australian Curriculum triple-helix structure of three interconnected areas of learning called strands.

The three strands are as follows:

Physical, Personal and Social Learning	Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning and learn about their rights and responsibilities as global citizens.
Discipline-based Learning	Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.
Interdisciplinary Learning	Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

The domains within Victorian Curriculum that are drawn from the existing Australian Victorian Essential Learning Standards (Aus VELS) are organised into learning focus statements and standards. The standards outline the essential knowledge, skills and behaviours students are expected to demonstrate within each domain. The learning focus statements suggest learning experiences that are based on the standards.

The domains and their dimensions are listed below. The domains that are drawn from the Australian Curriculum are marked by the symbol ^{AC}.

PHYSICAL, PERSONAL AND SOCIAL LEARNING	DISCIPLINE-BASED LEARNING	INTERDISCIPLINARY LEARNING
<u>Civics and Citizenship</u> <ul style="list-style-type: none"> ● Civic knowledge and understanding ● Community engagement 	<u>The Arts</u> <ul style="list-style-type: none"> ● Creating and making ● Exploring and responding 	<u>Communication</u> <ul style="list-style-type: none"> ● Listening, viewing and responding ● Presenting
<u>Health and Physical Education</u> <ul style="list-style-type: none"> ● Movement and physical activity ● Health knowledge and promotion 	<u>English^{AC}</u> <ul style="list-style-type: none"> ● Reading and viewing ● Writing ● Speaking and listening 	<u>Design, Creativity and Technology</u> <ul style="list-style-type: none"> ● Investigating and designing ● Producing ● Analysing and evaluating
<u>Interpersonal Development</u> <ul style="list-style-type: none"> ● Building social relationships ● Working in teams 	<u>The Humanities</u> <ul style="list-style-type: none"> ● Humanities knowledge and understanding ● Humanities skills 	<u>Information and Communications Technology</u> <ul style="list-style-type: none"> ● ICT for visual thinking ● ICT for creating ● ICT for communicating
<u>Personal Learning</u> <ul style="list-style-type: none"> ● The individual learner ● Managing personal learning 	<u>The Humanities – Economics</u> <ul style="list-style-type: none"> ● Economic knowledge and understanding ● Economic reasoning and interpretation 	<u>Thinking Processes</u> <ul style="list-style-type: none"> ● Reasoning, processing and inquiry ● Creativity ● Reflection, evaluation and metacognition
	<u>The Humanities – Geography</u> <ul style="list-style-type: none"> ● Geographic knowledge and understanding ● Geographical skills 	
	<u>The Humanities – History^{AC}</u> <ul style="list-style-type: none"> ● Historical Knowledge and Understanding ● Historical Skills 	
	<u>Languages</u> <ul style="list-style-type: none"> ● Communicating in a language other than English ● Intercultural knowledge and language awareness 	
	<u>Mathematics^{AC}</u> <ul style="list-style-type: none"> ● Number and Algebra ● Measurement and Geometry ● Statistics and Probability 	
	<u>Science^{AC}</u> <ul style="list-style-type: none"> ● Science Understanding ● Science as a Human Endeavour ● Science Inquiry Skills 	

Assessment:

- Follow Teaching, Learning & Assessment and Reporting Policy
- Students' progress will be monitored and recorded in a variety of ways such as observation, checklists, research tasks, presentations, work samples and Pre/Post assessments.
- Teachers can use the information from assessment to identify students' strengths and challenges and to assist with the development and implementation of the domains and dimensions.

This policy was last reviewed in February 2023.