

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Vermont South Special School'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

Vermont South Special School 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.

Vermont South Special School 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](#)

Vermont South Special School aims to empower students to reach their personal best. Our mission is to provide students with the best possible foundation in life through a well-rounded education. Our objective is to stimulate students to learn in a vibrant, nurturing, educational environment, which provides for individual needs, whilst supporting the whole school community in a climate of mutual respect and trust.

IMPLEMENTATION

Vermont South Special School implements its curriculum utilising a shared pedagogy and lesson structure. Classroom teachers provide core learning in the areas of English, mathematics, science,

Personal Social Capabilities and digital technology. Whilst specialist teachers provide teaching and learning in the areas of PE, Visual Art, Performing Arts and Healthy Kitchen. At Vermont South Special School, class time is structured into a weekly timetable, with 250 minutes of learning per day, broken into 5 50-minute sessions.

Pedagogy

The pedagogical approach at Vermont South Special School is to maintain a consistent lesson structure comprised of a warmup, introduction (explicit teaching), body and reflection all whilst utilising the High Impact Teaching Strategies:

- Setting Goals
- Structuring Lessons
- Explicit Teaching
- Worked Examples
- Collaborative Learning
- Multiple Exposures
- Questioning
- Feedback
- Metacognitive Strategies
- Differentiated Teaching

Lessons also draw on the concepts of the VTLM 2.0 with emphasis on reducing cognitive load for students.

Assessment

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

Students at Vermont South Special 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 Vermont South Special 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), 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.*
- *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.*
- *Vermont South Special School will develop Individual Education Plans (IEPs) for all students.*
- *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.*
- *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

Vermont South Special School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Vermont South Special 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 Vermont South Special School, we will provide parents and carers with semester reports in Terms 2 and 4 in addition to a student's IEP.

The report 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.

- *Vermont South Special School will report directly against the Victorian [Curriculum F-10 achievement standards](#)*
- *Both student achievement and progress will be included in the report.*
- *Vermont South Special School will use a learning goals scale to indicate a child's progress towards achieving IEP goals.*
- *Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.*

Termly Student Support Group (SSG) meetings 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 [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school	School Improvement Team reviews scope and sequences across different curriculum areas at least annually.	SIT Team	Yearly
Curriculum Areas	Dedicated learning specialists for English, Maths and PSC work closely with PLCs and section teams to codesign lessons which are	Learning Specialists, Curriculum PLC, PSC PLC	Termly

	targeted and appropriate whilst ensuring students are learning at their point of need.		
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Review of teaching practice

Vermont South Special 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 year level
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Approved by	Principal – Jane Henderson
Next scheduled review date	June 2030