



SCHOOL CURRICULUM POLICY

Curriculum Framework Policy

1. OVERVIEW

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our school community shares one vision. It is a commitment to excellence in the presentation of exemplary learning opportunities for students with additional learning needs. We do so by the provision of a curriculum which integrates high level knowledge of how our students learn and how best to teach them within the context of what needs to be taught.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Rosamond School will meet the minimum standard with:

- **A timetable representing the time allocation to specialist programs and class programs based on individual student need** (Appendix 2)
- **A explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An Outline of how the school will deliver its curriculum** is found in Rosamond Schools Instructional Framework
- **A whole school curriculum coverage approach** (Appendix 1).
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

2. CURRICULUM GUIDELINES

Rosamond School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Rosamond School will comply with all DET guidelines about the length of student instruction time required in Victorian special schools.

There will be a broad offering of programs to meet demand.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary program.

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Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

Rosamond School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum A-F and Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Senior Secondary curriculum will have a focus on VET studies [currently, Cooking, Sport & recreation, Music, Horticulture and Art] , Work Experience [Both independent and supported] with the core curriculum from the **ASDAN – Award Scheme Development and Accreditation Network - Towards Independence**

This is an alternative senior secondary course which focuses on the areas of: skills for learning, skills for employment and skills for life. This is taught across the world for learners 16 years and over. The program comprises a series of modules that can be completed separately. The range of modules is vast and student voice directs the selection of units to be presented.

Some of the options are as follows:

- Communication & Numeracy [Literacy & Numeracy]
- Leisure, Recreation and Sport [using leisure time, sports studies]
- Creative studies [craft making, photography, performing arts]
- Cultural [the environment, geography,, history, popular culture]
- Independent Living [cooking, money handling, personal care]
- Personal Development and citizenship [know about myself, out in the community]
- Work related [animal care, time management, personal safety, world of work]

The student work is internally moderated and then the final moderation takes place in Britain. Students are then awarded the certificate displaying the modules completed and the level of support required.

3.2 Program Implementation

The Rosamond School Curriculum Committee will determine the curriculum program 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. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

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To facilitate this implementation curriculum documentation including resources has been developed for the Victorian Curriculum Levels A-3

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own endorsed policy.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

3.3 Student Wellbeing and Learning

Rosamond School will embed student wellbeing in all learning experiences by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Rosamond School is committed to delivering an inclusive education system that ensures all students, have access to a quality education that meets their diverse needs.

Rosamond School is a special school and provides suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

3.3.2 Koorie Education

Rosamond School is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- ensuring each student has an ILP that caters to their individual learning needs
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum

3.4 Program Evaluation & Review

The Curriculum Committee will meet regularly through our PLTs to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, ILP achievement, ABLES, On Track, Post Compulsory Completion and Achievement Information, school-based testing, Essential Assessment testing and teacher judgments based on learning outcomes in the Victorian Curriculum.

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Developing a guaranteed and viable curriculum is a focus of the school strategic plan and AIP. It is on the agenda for each of the section meetings and is the focus of one of the curriculum days each year at Rosamond.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

4. LINKS (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

Policy Review

This policy will be reviewed as part of the school's review cycle.

Policy last reviewed	11/9/2023
Approved by	Principal
Next scheduled review date	11/9/2027



Appendix 1 Whole school curriculum plan

Primary Units of Inquiry

Year	Term 1	Term 2	Term 3	Term 4
2024	Startright (Personal & Social Capabilities)	Places and Spaces (The Humanities: Geography)	Olympics (Health and Physical Education/Personal and Social Capabilities) *Combine with Secondary	Earth and Space (Science)
2025	Startright (Personal & Social Capabilities)	Choices and Problem Solving (Ethical Capability/Personal and Social Capabilities)	Events That Matter To Me (The Humanities: History/Intercultural Understanding)	Coding (Digital Technologies)
2026	Startright (Personal & Social Capabilities)	It's Alive (Science: Biological Science)	Investigation Projects (Critical and Creative Thinking)	Our Community/ People in the Community (The Humanities: Geography)
2027	Startright (Personal & Social Capabilities)	Physical & Chemical Science (Science)	Now and Then (The Humanities: History)	Health & Safety (Including Road Safety) (Health and Physical Education)

Startright refers to establishing the classroom environment, rules & behavioural expectations, friendships, getting to know you etc and would start each year for three to five weeks.

*Every two years needs to cover; Science, Geography, History, Personal and Social Capabilities.

Health & Physical Education: Should be integrated weekly, include public & private/ personal hygiene. Body change / Puberty needs to be taught.

Ethical: This is covered as part of teaching the school values and feelings as per PowerPoints from Louise.

Secondary Units of Inquiry

Year	Term 1	Term 2	Term 3	Term 4
2024	Team building skills (Personal & Social capabilities)	Space (Science: Earth & Space/ Critical Creative Thinking)	Olympics (includes safety aspects of activities) (Health and Physical Education/Personal and Social Capabilities/	Maps Help Us Navigate Our World (The Humanities: Geographical Knowledge)
2025	Relationship building (Personal & Social capabilities)	Stories From History (The Humanities: History/ Intercultural	Independent Living (Personal and Social Capabilities/Functional	Work Awareness (Ethical: <i>Decision Making and Actions</i>)
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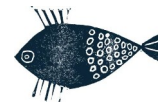


		Understanding)	English)	
2026	Team building skills (Personal & Social capabilities)	The Human Body (Science: Biological)	Transport: Getting Around (The Humanities: Geographical Skills)	The Good Life (Health and Physical Education)
2027	Relationship building (Personal & Social capabilities)	History of Technology (The Humanities: History)	Independent Living (Personal and Social Capabilities/Functional English)	Work Awareness (Ethical: <i>Decision Making and Actions</i>)

For each Inquiry nominate the Curriculum areas included.

The Victorian Curriculum areas are:

Physical, Personal and Social learning (PPSL):	Discipline based learning (DBL):	Interdisciplinary learning (IL):
Health and physical education <ul style="list-style-type: none"> • <i>Movement and physical activity</i> • <i>Personal, Social and Community Health</i> 	The Arts – Drama, Music, Visual Art <ul style="list-style-type: none"> • <i>Explore and Express Ideas</i> • <i>Arts Practices</i> • <i>Present and Perform</i> • <i>Respond and Interpret</i> 	Critical and Creative Thinking <ul style="list-style-type: none"> • <i>Questions and Possibilities</i> • <i>Reasoning</i> • <i>Meta-Cognition</i>
Personal and Social <ul style="list-style-type: none"> • <i>Self-Awareness and Management</i> • <i>Social Awareness and Management</i> 	English <ul style="list-style-type: none"> • <i>Reading and viewing</i> • <i>Writing</i> • <i>Speaking and Listening</i> 	Intercultural (Foundation – Level 10) <ul style="list-style-type: none"> • <i>Cultural Practices</i> • <i>Cultural Diversity</i>
The Humanities - Civics and citizenship (Level 3 – 10) <ul style="list-style-type: none"> • <i>Government and Democracy</i> • <i>Laws and Citizens</i> • <i>Citizenship, Diversity and Identity</i> 	The Humanities – Geography <ul style="list-style-type: none"> • <i>Geographical Concepts and Skills</i> • <i>Geographical Knowledge</i> 	Digital Technologies <ul style="list-style-type: none"> • <i>Digital Systems</i> • <i>Data and Information</i> • <i>Creating Digital Solutions</i>
Ethical (Foundation – Level 10) <ul style="list-style-type: none"> • <i>Understanding concepts</i> • <i>Decision Making and Actions</i> 	The Humanities – History <ul style="list-style-type: none"> • <i>Historical Concepts and Skills</i> • <i>Historical Knowledge</i> • <i>Community Histories</i> 	
	Mathematics <ul style="list-style-type: none"> • <i>Number and Algebra</i> 	



	<ul style="list-style-type: none"> • <i>Measurement and Geometry</i> • <i>Statistics and Probability</i> 	
	<p>Science</p> <ul style="list-style-type: none"> • <i>Science Understanding</i> • <i>Science Inquiry Skills</i> 	
	<p>Languages</p> <ul style="list-style-type: none"> • <i>Communicating in a language other than English</i> • <i>Intercultural knowledge and language awareness</i> 	
	<p>Design and Technologies</p> <ul style="list-style-type: none"> • <i>Technologies and Society</i> • <i>Technologies Contexts</i> • <i>Creating Designed Solutions</i> 	
	<p>The Humanities – Economics and Business (Level 5 – 10)</p> <ul style="list-style-type: none"> • <i>Resource Allocation and Making Choices</i> • <i>Consumer and Financial Literacy</i> • <i>The Business Environment</i> • <i>Work and Work Futures</i> • <i>Enterprising Behaviours and Capabilities</i> • <i>Economic and Business Reasoning and Interpretation</i> 	

Specialist Subject Provision (2024 - 2027)

Section	Term 1	Term 2	Term 3	Term 4
Early Years	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology
Primary	Two of: PE Food Music Art	Two of: PE Food Music Art	Two of: PE Food Music Art	Two of: PE Food Music Art



	Drama Global Citizenship Digital Technology	Drama Global Citizenship Digital Technology	Drama Global Citizenship Digital Technology	Drama Global Citizenship Digital Technology
Secondary	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology
Exits	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology	Two of: PE Food Music Art Drama Global Citizenship Digital Technology

Appendix 2

The timetable identifies classroom and specialist subject time allocation. As a special school each student has an Individual Learning Plan that drives the teaching program. Sample class timetable.

Rosamond School								
Roll Class Timetable: 07P								
	1	2	3	4	5	6	7	8
Monday	Literacy	Literacy	PE	PE	Numeracy	Lib	Personal & Social	Personal & Social
Tuesday	Literacy	Literacy	Art	Art	Numeracy	Numeracy	Personal & Social	Personal & Social
Wednesday	Literacy	Literacy	Numeracy	Numeracy	Unit of Inquiry	Unit of Inquiry	Personal & Social	Personal & Social
Thursday	Literacy	Literacy	Numeracy	Numeracy	Personal & Social	Personal & Social	Music	Music
Friday	Numeracy	Numeracy	Literacy	Literacy	Personal & Social	Personal & Social	Unit of Inquiry	Unit of Inquiry