

CURRICULUM FRAMEWORK POLICY

PURPOSE

The purpose of this policy is to explain Furlong Park School for Deaf Children's approach to delivering the Victorian Curriculum and Early Years Learning Framework.

POLICY

The core purpose of this school, as defined within the School Strategic Plan, is to provide a safe and inclusive bilingual learning environment that challenges and engages young deaf people to grow as enthusiastic learners.

The school seeks to develop intrinsically motivated, creative and independent learners who demonstrate strong social and community values, effective communication skills and a resilient and confident self-identity.

The curriculum framework adheres to our school vision to 'Empower - Enrich - Educate'.

The school provides a broad curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include a comprehensive focus on the School Wide Positive Behaviour Support (SWPBS) program, which is embedded throughout the school in classrooms and whole school events.

In addition to the classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross-referenced with the literacy and art program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Auslan) and Visual Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in a district deaf school sport competition, as well as providing opportunities for students to participate in a music program through our partnership with Musica Viva.

Teaching and learning teams in each level (from junior to upper primary) are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, science, design technology, sustainability and digital technologies. A teaching and learning team also works within the school's Early Education Program, providing education based on the Early Years Learning Framework. These teams meet weekly, in team planning and professional learning community meetings, to analyse and improve teaching and learning across their classrooms.

The school has an Assistant Principal who is responsible for literacy education, curriculum development and assessment practices, and a Leading Teacher who coordinates digital learning technologies. Teachers who lead numeracy and science support this leadership team, which also consists of professional learning community leaders and a wellbeing leader who oversees the SWPBS program.

The leadership group is focused on one-year planning cycles, within a four-year strategic plan, using continuous analysis of a range of data around school improvement. Additionally, there is an

integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development among staff and consultancy support is facilitated for key initiatives, such as the SWPBS program.

FURTHER INFORMATION AND RESOURCES

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/curriculum.aspx>

REVIEW CYCLE

This policy was last updated on **17 August 2020** and is scheduled for review in **August 2021**.