

# CURRICULUM FRAMEWORK

## PURPOSE

The purpose of this framework is to outline Furlong Park School for Deaf Children'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.

## OVERVIEW

Furlong Park School for Deaf Children 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.

Furlong Park School for Deaf Children is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10 and Towards Foundation Victorian Curriculum A-D](#) (Primary School) and the [Victorian Early Years Learning Framework](#) (Early Education Program). 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](#)

Furlong Park School for Deaf Children is committed to lifelong learning by providing an inclusive, supportive and nurturing bilingual community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to be independent, curious and critically thinking learners. Our school encourages students to strive for excellence in all of their endeavours. At Furlong Park School for Deaf Children our 21st century curriculum presents students with the opportunity to develop deep understandings and make meaningful connections with a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, and provide a 1:1 Apple iPad program.

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

## IMPLEMENTATION

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, Personal & Social and Critical & Creative Thinking capabilities and Health. Specialist teachers provide instruction in Physical Education, Language (Auslan) and Digital Technology. The students also participate in a music program throughout the year through our partnership with Musica Viva.

Teaching teams meet weekly, in team planning and professional learning community meetings, to analyse and improve teaching and learning outcomes across their classrooms.

At Furlong Park School for Deaf Children, class time is structured into a weekly timetable, with five hours of learning per day, broken into 5 x 60-minute sessions.

### Language provision

Furlong Park School for Deaf Students deliver Auslan as a Language Other Than English, based on being a school for deaf children.

### Pedagogy

Furlong Park School for Deaf Children has its own instructional model based on the pedagogical model of Gradual Release of Responsibility, and is inclusive of a range of High Impact Teaching Strategies (DET) inclusive of:

- Learning Goals
- Worked Examples
- Multiple Exposures
- Feedback

Core instruction and teaching strategies across the school are consistent for all students, including evidence-based programs such as our *Fingerspelling Our Way To Reading* program.

### Assessment

Furlong Park School for Deaf Children assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Furlong Park School for Deaf Children 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 Furlong Park School for Deaf Children 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.*

- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the school's Assessment Schedule.*
- *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.*
- *Furlong Park School for Deaf Children creates, monitors and reviews Individual Education Plans (IEPs) for all students as part of the Program for Students with a Disability (PSD) in consultation with students, parents and where appropriate, with outside agencies.*
- *Teachers will assess the achievements of students with disabilities 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**

Furlong Park School for Deaf Children reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Furlong Park School for Deaf Children 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.

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.

- Furlong Park School for Deaf Children will report directly against the Victorian Curriculum F-10 and A-D achievement standards (VEYLDF curriculum for Early Education Program).
- Both student achievement and progress will be included in the report.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Student Support Group meetings (parent-teacher interviews), conducted four times per year, 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**

Curriculum planning is regularly reviewed by teaching staff, the curriculum co-ordinator and the School Improvement Team (consisting of school leadership and subject co-ordinators).

## Review of teaching practice

Furlong Park School for Deaf Children 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 the teaching and learning information provided on the school website.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2023
Approved by	Lee Bullock
Next scheduled review date	June 2027