



Officer Specialist School

CURRICULUM FRAMEWORK



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Officer Specialist School



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PURPOSE

The purpose of this framework is to outline Officer Specialist 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 plan.

OVERVIEW

Officer Specialist 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.

Officer Specialist 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](#)

Our dream at Officer Specialist School is to create a safe, respectful and inclusive learning environment that empowers and inspires each member of our community to be their best. The school will create

an engaging learning environment where students are encouraged to become independent members of the community.

Officer Specialist School is committed to lifelong learning by providing an inclusive, supportive and nurturing 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 achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Officer Specialist we aim to provide a meaningful curriculum that caters for the diverse learning needs of our student population and provides experiences that enrich and extend their learning. 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, provide practical experiences that enhance classroom learning and undertake a range of student assessment and reporting activities that cater for the developmental level and communication mode for each student.

IMPLEMENTATION

The school implements a comprehensive curriculum with a strong focus on literacy and numeracy. Each student has an Individualised Learning Plan (ILP) with specific goals in each area of Maths, English, Personal and Social Capabilities and Health. An integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Technologies, Culture and Sustainability. Students have a Learning Focus Topic documented in their ILP in each of these Learning Areas.

Specialist teachers provide instruction in Physical Education, Food Technology, Visual and Performing Arts. Educational camps, incursions and excursions are provided as relevant each year related to student learning focus. The school is also an active participant in district sport competitions as well as providing opportunities for students to participate in arts activities such as the Special Schools Music Festival.

At Officer Specialist School, class time is structured into a weekly timetable timetable, with 6 sessions of learning per day, broken into 45 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum plans.

Pedagogy

Officer Specialist School will strive to meet the individual learning needs of all students by considering the knowledge, interests and abilities students bring to a learning context, the key skills and content of the area being taught, how to organise students for learning and how to support them to self regulate in readiness to learn. Ongoing assessment strategies that help inform the teaching and learning cycle will be tailored to the developmental level and communication requirements of each student.

Staff will engage in an ongoing inquiry cycle to ensure continuous improvement of our teaching practice and student outcomes.

Assessment

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

Students at Officer Specialist 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 Officer Specialist 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 catering to the student developmental and communication level.

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.

Reporting

Officer Specialist School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Officer Specialist School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term, including through twice-annual formal reporting and SSGs to discuss student progress towards their individual goals.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form on Compass, with the option to translate text from English to another language, to cater to our school community.

Officer Specialist School promotes communication between home and school, giving parents/carers 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

Input will be sought from the students and school staff across the curriculum areas when determining programs for the following school year. Every year our school will conduct an audit of the curriculum using a self-assessment tool designed to assist schools to make judgments about the extent to which they have a consistent, rigorous approach to whole-school curriculum planning.

The School Improvement Team (SIT) will be responsible for leading the review of the school curriculum in line with the School Strategic Plan.

Review of teaching practice

Officer Specialist 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
 - Student ILPs and Reports

POLICY REVIEW AND APPROVAL

Policy last reviewed	11.5.23
Approved by	Helene Rowe
Next scheduled review date	11.5.27