



## **CURRICULUM & STUDENT LEARNING**

FCS is committed to offering a comprehensive curriculum based on the Victorian Curriculum. A guaranteed and viable curriculum is important to the school, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

The minimum standards specified for Curriculum and Student Learning are:

- curriculum framework
- student learning outcomes
- monitoring and reporting on students' performance.

### **Guidelines**

- All students will have access to educational experiences that are challenging, purposeful and comprehensive
- All students are recognised as being capable of improving their educational achievements
- The curriculum will be documented, visible and available to all community members
- The curriculum will be contemporary and ensure the development of 21<sup>st</sup> century skills; critical analysis, collaboration, problem solving, and incorporate ICT.
- The curriculum will be inclusive and appropriate for all students.
- All students will be provided with Learning Outcomes and Individual Learning Plans to support their academic achievement.
- All students will be able to explore their capabilities to learn, progress and experience success
- Assessment and reporting will focus on a student's achievements and efforts, and suggest strategies for improvement
- The curriculum will promote excellence in learning and assist students to develop confidence, resilience, independence and the ability to work effectively with others
- The curriculum will adequately prepare students for their transition to Year 8.



## **Curriculum development**

- Curriculum matters mainly because of its potential impacts on students. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal and academic learning and development.
- Staff and students are at the heart of curriculum. The relationships between them are shaped by the answers to key questions about
  - o Educational aims (of courses, sequences and topics)
  - o Intended learning outcomes (for students)
  - o assessment,
  - o content,
  - o learning interactions and
  - o the connections between these elements.
- Intended learning outcomes frame and shape the detail and alignment of assessment, learning interactions and content. Intended learning outcomes describe the characteristics that a student should be able show on successful completion of a course or topic. Assessment gauges the extent of students' achievement of the intended outcomes. Learning interactions and content should help to build towards students' achievement of those outcomes.

## **Curriculum Planning**

- FCS will use the Victorian Curriculum F–10: Revised curriculum planning and reporting guidelines to develop whole-school teaching and learning plans to report student learning and achievement.
- FCS will use The Victorian Curriculum Plan template for whole school planning to map out the areas of the curriculum delivery to meet all 8 learning areas and to align planning with the curriculum delivery.
- FCS will use Curriculum Planning Templates as provided by VCAA for individual subject areas to ensure that strands are covered and suitably assessed for student learning.
- Curriculum plans will be reviewed prior to the start of every semester and planning will be a regular item during staff meetings.
- Teaching practice will be reviewed twice a term by the entire staff to ensure it is meeting the requirements of curriculum delivery. All staff will be encouraged and supported to undertake on-line professional learning for their



- teaching development as offered by VCAA and ISV, as well as that required to meet the requirements of their VIT registration.
- The Principal and staff will conduct bi-annual reviews of the curriculum targeting specific programs as required and ensuring the continuous development and improvement of the curriculum.

### **Curriculum Delivery**

- FCS will allocate appropriate time across the 8 learning areas with a planned and structured curriculum.
- FCS will deliver the curriculum on a weekly timetable.
- FCS's academic program will be delivered and supported by qualified teachers who will plan the delivery of the curriculum as per the guidelines set out by the VCAA.
- VIT registered teachers will deliver the curriculum and all students will have the use of a tablet and keyboard to support their learning where appropriate.

### **Student Learning**

- FCS acknowledges that students deserve the very best teaching possible, and recognises the strong link between quality of teaching and student performance. As a consequence, FCS is committed to providing for the individual needs of each and every student and to providing a range of methods of teaching and learning.
- Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs.
- Students will work with staff to identify their strengths, weaknesses and areas of learning concern and they will be encouraged to actively participate in setting their own learning goals.
- The teaching staff will provide Learning Outcomes for each subject that take into consideration individual needs.
- The teaching staff will create Individual Learning Plans for each student, which will enable them to personalise the teaching and learning program.
- The Individual Learning Plans will be monitored and revised regularly to identify further areas of support.



- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills, and will be based upon cooperative 'whole child' learning strategies.
- Sequential courses of study will be developed and implemented by teachers who constantly review and analyse content, resources and teaching techniques.
- Extension and intervention opportunities will be provided for all students according to need.
- Parents will be kept well informed of their child's progress via formal reporting and informal discussion if needed, and will be invited to be active participants in their child's learning.

### **Student Assessment & Reporting**

- Accurate and comprehensive assessment and reporting of student performance against the Victorian Curriculum Standards aids in establishing open communication, guides improvements in student learning, assists in establishing future direction and helps to identify areas of outstanding performance as well as those areas in need of support and assistance.
- FCS will collect data to monitor student outcomes and to allow both teaching staff and students to actively participate in improving student outcomes through setting goals and targets for outcomes, including for students at risk.
- Teachers at FCS will use informal assessment every day to evaluate the progress and comprehension skills of their individual students. These assessments come in many types, such as written work, portfolios, grading, tests, quizzes, and project-based assignments.
  - Outcomes from informal assessment will be used to inform teaching practise.
- FCS will use the following to allow ongoing assessment of student outcomes:
  - Individual learning plans - These will be created with the participation of the teacher and reviewed on a regular basis to assess outcomes.
  - Learning intentions -These will be set out for the students in order that they are able to meet the success criteria of the learning required.
  - Learning outcomes -Statements of learning outcomes will be set so that students understand what they are expected to know and to be able to do by the end of the subject or course.



- Teaching staff will also use data collected from formal assessments as set by the teaching staff and NAPLAN results.
- Reporting within the school community will be provided to children and parents both formally and informally throughout the year.
- External reporting will ensure compliance with Commonwealth Government student reporting and with national reports on the outcomes of schools (NAPLAN).

### Endorsement

This document has been endorsed by the FCS Governing Body.

Date: July 2021

Review Date: July 2022

Review Cycle: Every 12 months.

Exceptions: This document may be reviewed earlier than the date stated subject to circumstance