

Cann River P-12 College

Curriculum Framework Policy



Help for non-English speakers
If you need help to understand the information in this policy please contact the school on 03 5158 6245 or email cann.river.p12@education.vic.gov.au

PURPOSE

This framework outlines Cann River P-12 College's implementation and review of curriculum and teaching practices. To ensure that all eight learning areas are substantially addressed unless an exemption applies.

At a high level, the framework shows how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, record and monitor student performance, and when and how we report to parents.

Cann River P-12 College 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.

The Cann River P-12 Curriculum is updated frequently and focuses on individual learning goals. The emphasis is on evidence-based, highly effective teaching in our Annual Improvement plans. We are looking to innovate in our teaching and what we teach.

Cann River P-12 College 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:

- Defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than at each year level
- 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
 - Languages Education currently exempt
 - Strengthened approach to Holocaust education. In Humanities classes

This school aims to provide a dynamic learning culture that promotes integrity, learning at the point of need, innovation and the individual. We aim for and value:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- Strong and open communication between our school and our homes, and between our teachers, our students and our families
- A commitment to social justice and a passion to protect and improve our environment and community.

Cann River P-12 College is a small P-12 College that aims to teach students at their point of need to help them as individuals and foster successful pathways. The school's curriculum is adaptable to our changing cohorts, with a strong emphasis on literacy and numeracy for now and the future.

School vision

Success for all students aligns with the skills and attributes necessary for a changing world.

School values the school recognises that it has a central role in developing the lives of young people, and our values include.

- should be confident, happy and positive
- Considerate and respectful of others, both locally and globally, and,
- Skilled and knowledgeable for success in the world.

Cann River P-12 College is committed to lifelong learning by providing an inclusive, supportive, and nurturing community that values and celebrates diversity. Our innovative curriculum and culture of excellence create 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. Our school embeds Positive Behaviour Support Strategies (PBIS). The environment for teaching must be positive

- Positive greetings and connection to students
- Teaching expectations: expectations taught upfront, not presumed:
- Rewarding students who fulfil expectations,
- Noticing positives avoiding overcorrecting
- Teaching for success

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 broader community, and include a wide variety of technology to assist student learning.

At the Victorian Certificate of Education (VCE) level, students can select from a wide range of subjects based on the needs of the individual students.

The school runs many programs, including after school activities (with student leaders), a breakfast Club, the annual whole school production, many inter-school sports, participation in art competitions, book week activities, community sport, camps and excursions.

IMPLEMENTATION

Cann River P-12 College implements its curriculum so that all students can achieve success and be taught at point of need to ensure progress throughout the year. At Cann River P-12 College, all students have access to a netbook, and innovative digital technologies are taught from Preps to Year 12. The College facilities include Science and Art rooms, a Design and Technology workshop, a Food Technology kitchen and a Vocational Education and Training (VET) Automotive workshop. The College curriculum aligns with the Victorian Curriculum. From Foundation to Year 6, literacy and numeracy are primary foci. Students also study Science, Health and Physical Education, Humanities and Arts subjects. In Years 7–10, students study English, Mathematics, Science, Careers, Humanities, Physical Education and a range of Technology and Arts. Specialist teachers in Art, Physical Education, and Technology work across the whole school.

As defined in the Strategic Plan, the core purpose of this school is to provide an inclusive, positive learning environment that challenges and engages young people to grow as learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem are evident when interacting with the community.

The school has developed a systematic curriculum planning process, which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on course design principles
- peer review occurs, and feedback is provided on courses
- an internal assessment of courses ensuring consistency of design and approach
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans
- a guaranteed and viable curriculum based on the Victorian Curriculum F-10.
- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake Science across preps to year 10
- All students undertake Humanities disciplines (history, geography, citizens and citizenship, economics and business)
- All students undertake at least one Arts discipline
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake cultural studies
- At Cann River, P-12, College class time is structured into a weekly timetable, with 300 minutes of learning per day in six 50 minute sessions. A breakdown of time allocated to each learning area is documented below

Domain	Primary P/6 Minutes Per Week	Secondary 7/10 Minutes Per Week
English	500	250
Mathematics	250	250
Sciences	100	150
The Arts	100	100
Health and Physical Education	200	250
The Humanities (one term for each area) <ul style="list-style-type: none"> • History (Languages / Cultural Studies) • Geography • Civics and Citizenship • Economics and Business 	150	150
Digital and Design and Technology (Wood, Food, Garden Technologies)	200	350
Total	1500	1500

English

- English learning should encompass the modes of Reading and Viewing, Writing and Speaking and Listening as outlined in Victorian Curriculum.
- A two-hour literacy block is expected to be scheduled each day in P-6 classes. Plus integrating literacy teaching across other areas of learning.

Mathematics

- Mathematics teaching should encompass the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability as outlined in the Victorian Curriculum.
- Students in P-6 have scheduled 50-minute maths sessions each day. Students in 7-10 have 250 minutes of scheduled maths classes per week. It is also expected that numeracy is integrated throughout curriculum areas during the week.

Health and Physical Education

In accordance with DET policy, Cann River P-12 College will mandate the following times for Physical Education:

- F-2: 150 minutes with a PE specialist each week.
- 3-6: 3 hours per week of physical education and sport
- 7/10 3 hours per week of physical education and sport
- Students in P-10 have 50 minutes of scheduled Health Education per week
- The swimming program will run in term one for all students P-10
- Students in 7-10 regularly participate in interschool sports competitions in the Far East Gippsland Zone
- Students in P-6 have the opportunity to participate in after school sports programs

The Humanities

- Students in P-10 have scheduled 150 minutes of humanities a week.
- The Humanities (one term for each area)
 - History (Languages / Cultural Studies) (P-10)
 - Geography (P-10)
 - Civics and Citizenship (P-10)
 - Economics and Business (5-10)

Science

In Cann River, P-12 College, Science is taught in scheduled classes by science specialists

- Students in P-6 have scheduled 100 minutes of science a week.
- Students in 7-10 have scheduled 150 minutes of science a week. Secondary students have Science in a purpose-built science room

The Arts

In Cann River P-12 College, the Arts are taught in scheduled classes by art specialists

- Students in P-6 have scheduled 100 minutes of art a week.
- Students in 7-10 have scheduled 150 minutes of art a week.
- Students also have the opportunity to participate in a dance club during the week
- Music is integrated into the curriculum in P-6

Digital and Design Technologies

- At Cann River P-12 College, it is a priority to include technologies across the whole school curriculum.
- In the Victorian Curriculum, the technologies include Design and Technology and Digital Technologies.
- The technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.
- In Design and Technology, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.
- All students have access to a school-supplied netbook
- Students in 6-10 have access to Design and Technology in a purposed built wood technology room
- Students in 7-10 have access to Design and Technology in a purposed built food technology room

Language provision

Cann River P-12 College currently has an exemption.

Students with Disabilities

- The Department of Education and Training and Cann River P-12 College are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
- Cann River P-12 College will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Pedagogy

The pedagogical approach at Cann River P-12 College will be for all students to be supported at the point of need, help them achieve at the highest possible level, and, if possible, make a year's progress in every curriculum area in the school.

Assessment

Cann River P-12 College assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Cann River P-12 College 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 Cann River P-12 College 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 and keep students and parents informed of student progress.

Teachers will use various assessment strategies to gather evidence about student achievement. The assessments may include but are not limited to tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences. The Subject Unit Designs and Learning Sequences document the agreed assessment processes and tasks.

Assessment tasks are developed to support students in showing their knowledge, skills, and understanding. They will include clear instructions and relevant supporting documents (scaffolds, planning documents, etc.) and allow sufficient time for completion. Teachers will modify tasks to cater to students with additional learning needs.

Teachers at Cann River P-12 College use Learning Walks to provide feedback to their teachers and students to further assist learning and achievement in the classroom.

Cann River P-12 College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.

Teachers will assess the achievements of students with disabilities and impairments 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.

Student work is celebrated in the fortnightly school newsletter, "Jinga".

Reporting

Cann River P-12 College reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Cann River P-12 College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including twice-annual formal reporting.

At Cann River, P-12 College implements the Reporting Student Achievement and Progress Foundation to 10 policy by conducting Parent-Teacher interviews in term one and term three and secondary staff writing interim reports in terms 1 and 3. At the conclusion of terms 2 and 4, all students receive reports on their progress for the semester as indicated by their VIC Curriculum level. Parents are also routinely contacted throughout the year on their child's progress.

The report is written in an accessible format for parents/carers to understand. Cann River P-12 College will report directly against the Victorian Curriculum F-10 achievement standards

- Both student achievement and progress will be included in the report
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science and all subjects

Parent-teacher interviews, conducted twice yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home

Guidelines

- The principal has the overall responsibility for implementing the curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the principal in developing curriculum delivery and programs. Strategic Teams will be formed to develop specific curriculum areas and provide advice to the staff as a whole.
- This policy works in conjunction with the assessment, reporting, and homework policies.
- The curriculum taught at Cann River P-12 College will encompass all the areas in The Victorian Curriculum.
- The school will ensure a comprehensive budget to support curriculum programs. Staff will formulate budget requests in October before the next school year. These will be compiled by the principal and discussed in the Leadership committee meeting. School Council must approve indicative budgets before the school year.
- Cann River P-12 College's Strategic Plan is the school's statement to its community about what it stands for and intends to do to improve student outcomes over the next four years. It defines what the school values most and sets out its goals and targets, key improvement strategies, and resourcing priorities.
- Cann River P-12 College's Annual Implementation Plan outlines one-year goals that are steps towards achieving the broader targets set in the Strategic Plan. It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its Strategic Plan.
- Each term, teachers will submit unit plans that detail what and how is to be taught in line with the Victorian Education P/10 Curriculum and how it meets the needs of the current cohort of students.
- Fortnightly Professional Learning Team meetings will focus on student learning data and planning to provide differentiated approaches to teaching that cater to the needs of students with a range of interests, abilities, skills, and motivation. This will include references to the Victorian Curriculum. <http://victoriancurriculum.vcaa.vic.edu.au/>.
- Curriculum and level leaders will ensure the Victorian Curriculum scope and sequence, and curriculum coverage are monitored across the school.
- The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and a shared understanding of the whole school curriculum.

- Teaching literacy and numeracy will be integral in all curriculum planning and delivery.
- The teaching of science will be an integral component in curriculum planning and delivery.
- The teaching of the humanities will be an integral component in curriculum planning and delivery.
- Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10.
- The school will have a range of specialist programs to deliver various curriculum programs such as Physical Education, Performing Arts and Visual Arts. These will be offered depending on school/DET priorities, access to qualified teaching staff, and timetable provisions.

<http://www.education.vic.gov.au/management/governance/spag/curriculum/programs/disabilities.htm>.

Further information can be seen at:

<http://www.education.vic.gov.au/studentlearning/programs/default.htm>.

- A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students using materials that do not offend students and the wider community. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools. These include books, novels, films, plays, radio programs, multimedia, and digital learning resources, including video, audio, text, animations, images, lectures, speeches, and performances. Teaching resources can be commercial products or those accessed on the DET website, FUSE. See <http://www.education.vic.gov.au/studentlearning/default.htm>.
- The school will offer excursions and incursions to complement the curriculum. Other experiences, such as camps, sports programs and leadership courses, will also be offered.
- Special school events and days will be celebrated at the school to enhance curriculum programs. For example, SRC organised activities, PE whole school tabloids, and Education Week and Book Week.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice are reviewed against the Framework for Improving of Student Outcomes (FISO). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

At Cann River P-12 College, the school reviews its curriculum plans at the end of the year on scheduled Staff planning days as part of planning for the following year. Cann River P-12 College is adaptable in its class structure, making it very important that this planning occurs every year.

Layer of review/planning	Process and data used	Responsibility Principal	Timeframe
Whole school	Planning days are set aside to review curriculum and class structures. This involves all staff.	Principal	End of term 4 and the start of Term 1
Curriculum Areas	PLTs are held in curriculum areas, and the curriculum is reviewed throughout the year	PLT leaders	Throughout the year
Units	All staff need to submit a number of planned units for each semester.	All staff Principal	Each semester

Professional Learning Communities (PLT)

Cann River P-12 College uses PLTs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLTs, help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Cann River P-12 College in meeting its responsibilities to students, parents and government through linking employee performance with the achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that the collective focus is on advancing common objectives. The PDP process involves every teacher's start-cycle, mid-cycle, and end-of-cycle reviews. Teachers have to demonstrate evidence of achievement in the focus areas.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO\)](#)
 - [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](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy reviewed:	September 2025
Consultation:	Not required
Approved by:	Principal
Next review:	September 2029