

CROYDON SDS CURRICULUM FRAMEWORK



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on ph. 9725 4933 or by email at: croydon.sds@education.vic.gov.au

PURPOSE

The purpose of this framework is to outline Croydon Special Developmental School's organisation, implementation and review of curriculum and teaching practices and to ensure that key learning areas are substantially addressed.

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 cycle planners, subject planners and work programs.

OVERVIEW

Croydon SDS 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 have independence and autonomy as they are active members of their communities.

Croydon SDS is committed to providing a comprehensive, age-respectful curriculum aligned with the Victorian Curriculum 2.0 and the Victorian Pathways Certificate (VPC). In accordance with the Victorian Curriculum F–10 Version 2.0 and the Curriculum Planning and Reporting Guidelines, our curriculum is underpinned by a commitment to:

- Delivering a broad, inclusive and engaging curriculum that meets the diverse learning needs of all students
- Providing personalised learning programs informed by each student's strengths, interests and individual learning goals
- Ensuring equitable access to learning through evidence-based teaching practices, reasonable adjustments and differentiated instruction
- Developing students' knowledge, skills and capabilities to support lifelong learning, independence and active participation in their communities
- Using ongoing assessment to monitor progress, inform teaching and celebrate individual growth and achievement
- Preparing senior students for successful post-school pathways through the Victorian Pathways Certificate (VPC), with a focus on personal development, literacy, numeracy, work-related skills and community participation.
- Complying with Departmental policies relating to curriculum provision, including embedding the Respectful Relationships and Relationships and Sex Education (RSE) frameworks in our curriculum.

Croydon SDS recognises and responds to the diverse learning strengths, needs and aspirations of all students when planning and delivering curriculum programs. We provide an age-respectful curriculum that supports students to become confident, independent learners and experience success.

We promote student agency by providing meaningful opportunities for choice, communication and active participation in learning. Our curriculum develops literacy, numeracy, personal and social capabilities, critical and creative thinking, and functional life skills while fostering engagement with the wider community. Digital technologies and assistive technologies are embedded across learning to enhance access, participation and independence.

Curriculum delivery is supported by a wide range of evidence-based teaching practices, educational resources and ongoing assessment. Student progress is regularly monitored to inform teaching, support personalised learning goals and provide meaningful reporting to students and families.

IMPLEMENTATION

Our curriculum is planned and delivered sequentially through a three-year curriculum cycle. Learning experiences are aligned with the Victorian Curriculum 2.0 and differentiated to meet students at their developmental level using the Foundation Levels A–D continuum where appropriate. Senior students participate in the Victorian Pathways Certificate (VPC), with learning focused on developing the knowledge, skills and capabilities needed for future pathways, independence and community participation.

Croydon SDS will meet the minimum standard of 25 instructional hours each week. Our Curriculum is planned across 4 age-based sections: Primary 1 (Foundation- level F-2), Primary 2 (Early Breadth- level 3-6), Secondary (Breadth- level 7-9), and Senior Secondary (Victorian Pathway Certificate - years 10 -12) and addresses these eight learning areas:

- English
- Mathematics
- Science (including physics, chemistry, and biology)
- Humanities and social sciences (including history, geography, economics and business, civics and citizenship)
- The Arts
- Design and technologies
- Health and physical education

An outline of how the school will deliver its curriculum and assessment is found in the Croydon SDS Teaching and Learning Handbook, which is updated annually.

Transition for students both to commence school and through their schooling will be strategically planned for and monitored. Preparing young people for the transition from school into further education and careers is critical in our senior secondary section and facilitated through our transition program.

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 found in the Croydon SDS Teaching and Learning Handbook, which is reviewed and updated annually.

Pedagogy

The pedagogical approach at Croydon SDS is underpinned by evidence-based teaching practices that promote high expectations, inclusion and personalised learning for every student. In line with FISO 2.0 and the Victorian Teaching and Learning Model 2.0, teachers use High Impact Teaching Strategies (HITS), including explicit teaching, differentiated instruction, questioning, feedback and ongoing assessment. These approaches are supported by structured teaching, visual supports, Alternative and Augmentative Communication (AAC), assistive technologies and school-wide positive behaviour support strategies to maximise student engagement, access and independence across all learning areas.

Assessment

Croydon SDS assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Croydon SDS 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 Croydon SDS 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 develop a Task Analysis to assess against IEP key learning goals, to assist in monitoring and planning.

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 make modifications to the task to cater for students' individual learning needs and interests.

Croydon SDS will develop Individual Education Plans (IEPs) for all students.

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.

Reporting

Croydon SDS reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Croydon SDS 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.

At Croydon SDS, the reporting of student achievement and progress is designed to support a shared understanding between teachers, students and parents/carers of each student's learning progress, individual adjustments, strengths, goals and learning experiences. Reporting is an ongoing process that occurs through formal and informal communication throughout the year and is informed by a range of assessment evidence and observations of student learning. This includes twice-yearly written semester reports and termly Student Support Group (SSG). SSG meetings provide an opportunity for teachers, parents/carers and students, where appropriate, to discuss progress towards individual learning goals, the effectiveness of adjustments and supports, student engagement and participation in learning experiences, and priorities for continued learning and development. Parents/carers and students are encouraged to discuss the written school report and student progress with classroom teachers and/or school leaders. Interpreting services will be made available where required to support meaningful participation and communication.

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.

A five-point scale will be applied to reflect the level of IEP goal achievement for each subject. Student achievement standards in English, Mathematics and Personal and Social Capabilities will be recorded and submitted to the Education Department. To focus on student success the five-point scale will be published on reports and student achievement standards will only be recorded for teacher use to track progress and achievement.

Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Student Support Group meetings, conducted each term in week 5, 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. Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

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

Croydon SDS reviews its curriculum planning and implementation at multiple levels to ensure that the curriculum remains responsive to student learning needs, reflects the Victorian Curriculum and relevant Department of Education requirements, and supports students to make progress towards their individual learning goals.

Curriculum review is an ongoing process informed by student achievement and progress data, assessment information, student learning outcomes, teacher observations, student voice, parent/carer feedback and professional reflection. The review process occurs at whole-school, curriculum area, year level/section team and unit/lesson levels

Layer of review/planning

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The Croydon SDS leadership and curriculum team monitor the development of whole-school planning documents including semester planners across all curriculum areas and semester overviews. Evidence based research is used to guide whole-school approaches to teaching and learning. Data used to review curriculum planning include; ROCC, ABLES, IEP achievement data, Victorian Curriculum 2.0 continuum data.	SIT team	Regular monitoring, yearly review and modification.
Curriculum Areas	Semester unit plans are developed for key learning areas of English, Mathematics and Personal and Social Capabilities curriculum by the Curriculum PLT. Staff regularly analyse student data to inform targeted planning and ensure students are learning at their point of need.	Curriculum PLT	Completed prior to the start of the next semester.
Section teams	Section teams plan for supporting subjects including science, humanities and specialist subjects. The lessons will provide students with opportunities to	Section teams	Semester completed in the first two

	develop the skills that they require to achieve their IEP key goals.		weeks of the semester
Units and lessons	Class teachers use the curriculum planners to develop class work programs. Lessons are planned to meet the learning needs of each student. Work programs clearly document the adjustments required to enable each student to successfully access the curriculum.	Class teachers	Completed weekly and available on the planning drive in Google Drive at the beginning of each week.

Review of teaching practice

Croydon SDS 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
- 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:

- [Curriculum](#)
- [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- [Assessment](#)
- [Teach with digital technologies](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2026
Approved by	Christine Pillot
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