



Curriculum Framework



Help for non-English speakers

If you need help to understand the information in this policy please contact VCD on 9510 1706 or Victorian.ds@education.vic.gov.au

Victorian College for the Deaf is a school that educates students from age 5 to 18 years old, (Foundation to Year 12).

We educate our student to be literate, numerate, critical thinkers. Students graduate into purposeful pathways and continue to receive support from the college for up to two years after graduation.

PRIMARY YEARS

During the primary years of schooling our core business is to teach students to read, write and be able to apply the four operations of math, (addition, subtraction, multiplication & division).

Our VCD curriculum is based on either Victorian Curriculum F-10 or 'Towards Foundation Level Victorian Curriculum' Levels A – D. Our instructional model is Explicit Direct Instruction.

At VCD, learners may enroll without foundational language. 'Towards Foundation Level Victorian Curriculum' provides this cohort of students with access to curriculum content and standards to move toward the learning described at Foundation level.

Subjects taught in the primary years are:

- English – Reading, Writing, Speaking & Listening
- Auslan – Expressive & receptive language, culture
- Mathematics - Number & Algebra, Measurement & Geometry, Statistics & Probability;
- Integrated Studies – science/technology, geography, history
- Art – visual
- Physical Education/Sport
- Health
- ICT
- Social Capabilities – Emotional literacy, Resilience
- Respectful Relationships
- Careers Education (Grade 6 students only)

Junior Primary (Foundation to Grade 3) key areas of focus

- School readiness

- Acquisition of a first language (typically home language / everyday functional language)
- Establish the foundations for becoming literate: phonemic awareness/phonology/vocabulary/reading fluency & comprehension/ handwriting / spelling - morphology/grammar/punctuation

Senior Primary (Grade 4 to Grade 6) key areas of focus

- Acquisition of a first language and/or expansion of language to include school language (more formal language)
- Vocabulary/reading fluency & comprehension /handwriting/spelling – morphology/grammar/punctuation
- Expansion of mathematical concepts and application of concepts leading to problem solving

Primary Years – subject time allocation

Subject	Minutes per week
English (literacy)	500
Math	400
Sport	100
Physical Education	100
Art	100
Integrated Studies	100
Auslan	50
Health	50
Respectful Relationships	50
Information Communication Technology (ICT)	50

SECONDARY YEARS

During the secondary years of schooling our core business is to teach students to read, write and be able be numerically literate. The middle years of schooling, years 7-10 focus on the Victorian Curriculum F-10. The senior years of secondary schooling, Years 11 & 12, have a focus on supporting students to transition from school into purposeful pathways.

Some students at VCD may still engage with ‘Towards Foundation Level Victorian Curriculum’ Levels A-D in the middle years. Typically, this program is tailored for deaf and hoard of hearing students with learning needs well below the Victorian Curriculum Foundation standards. Our instructional model is Explicit Direct Instruction.

Years 7-10

Subjects taught in the secondary (middle years 7-10) are:

- English – Reading, Writing, Speaking & Listening
- Auslan – Expressive & receptive language, culture

- Mathematics - Number & Algebra, Measurement & Geometry, Statistics & Probability;
- Science
- Geography
- History
- Art – visual
- Physical Education/Sport
- Health
- ICT
- Social Capabilities – Emotional literacy, Resilience
- Respectful Relationships
- Careers Education

Years 7-10 – subject time allocation

Subject	Minutes per week
English (literacy)	500
Math	400
Sport	100
Physical Education	100
Art	100
Science	100
Auslan	50
Respectful Relationships	50
Information Communication Technology (ICT)	50
Health	50 (semester 1)
Careers	50 (semester 2)

Experiences offered:

- Work Experience: All Year 10 students undertake work experience placements as part of their careers program. Work placements offer students firsthand insight into specific industries or workplaces, allowing them to make better informed decisions about their future career choices. Placements provide students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work, while preparing them for the demands and expectations of the working world.
- Learning off-site (camping & excursion program): At Victorian College for the Deaf, our camping and excursion program is an extension of our teaching and learning program. Camps and excursions support our school curriculum by taking knowledge built in the classroom, and applying it to high engagement off-campus environments. In a supported setting, students are encouraged to build interpersonal skills and develop their resilience, independence and social skills.

Years 11 – 12 (Senior years)

The senior years of secondary schooling has a focus on pathways.

At Victorian College for the Deaf, our goal is for all students to develop the skills and knowledge necessary for life after school. We support each student to reach their full potential.

Accompanying high expectations, VCD offers students high levels of support. In addition to a range of studies and individual career counselling sessions, we offer an individualised approach to pathways planning.

Victorian College for the Deaf staff are dedicated to helping students successfully complete their studies, offering feedback and support well beyond expected levels. Utilising this support, as well as establishing and maintaining excellent work practices, set students up for success.

The college offers multiple study options, including VCAL, VET and VCE subjects, an ASDAN program, and tailored support for transitions into work and further study. In 2023, VCD will transition from VCAL into delivering the Victorian Pathways Certificate (VPC), and VCE Vocational Major.

Developing skills for the workplace

Our onsite social enterprises, Tradeblock Café, Ablock Bike Shop and Urban Block Garden, provide a unique opportunity for students to build workplace skills in a supported environment. Students who participate in work placements at the cafe or bike shop experience a wide variety of roles and responsibilities and develop a range of skills that can be taken into future workplaces.

Tradeblock Cafe

Tradeblock Cafe is an authentic work environment and Deaf space open to the public. Tradeblock offers a hands-on hospitality program where senior students experience a range of roles and responsibilities, while contributing to their Victorian Certificate of Applied Learning (VCAL) qualification. Students are able to build their communication, life skills and understanding of the workplace in a culturally supportive context. The Tradeblock Program assists in breaking down barriers existing around disability.

The café is staffed two days a week by senior VCD students, and a post-secondary program operates across another two days. This adult program aims to prepare Deaf people for open employment or further training in the hospitality industry.

Those who have participated in work at Tradeblock Cafe identify the benefits this program offers to include increased awareness, skills, confidence, work experience and social networks. There is also benefit to the community who patron the café – other than sustenance, patrons experience Deaf culture and have the opportunity to build their knowledge, awareness and relationships with Deaf people.

Ablock Bike Shop

A dual-purpose onsite facility, Ablock Bike Shop trains senior VCD students in bicycle mechanical technology and provides high quality bicycle servicing and repairs to the local community.

Situated next door to Tradeblock Café, Ablock was designed and fitted by students as a fit for purpose learning space and work environment. Students working in the bike shop build a thorough understanding of bicycle repairs and maintenance, while developing skills in customer service, time

management and problem solving. Ablock's vision is to provide a supported workplace opportunity that our students can use as a springboard into tertiary studies and career pathways.

Ablock is open to the public for bicycle servicing and repairs from Wednesdays-Fridays during school terms.

Urban Block Garden

Our most recent social enterprise, Urban Block, provides students with the opportunity to study and engage in sustainable garden practices. They will work in this enterprise to achieve various learning outcomes and prepare for employment in the horticulture industry. As part of the Urban Block program, students grow seasonal organic produce for Tradeblock Café and the wider local community, as well as maintaining a college-wide composting system and worm farm.

Camping and Excursion Program

At Victorian College for the Deaf, our camping and excursion program is an extension of our teaching and learning program. Camps and excursions support our school curriculum by taking knowledge built in the classroom, and applying it to high engagement off-campus environments. In a supported setting, students are encouraged to build interpersonal skills and develop their resilience, independence and social skills.

VCAL program

Please note, VCAL will run until the end of 2022. From 2023, it will be replaced by the Victorian Pathways Certificate (VPC) and VCE Vocational Major. More information regarding the VPC and VCE Vocational Major will be added to this Framework as it becomes available.

The Victorian Certificate of Applied Learning (VCAL) is a hands-on senior program designed to create an individual pathway for students to employment, apprenticeship or further studies. A comprehensive and highly tailored VCAL program is offered to senior students. VCAL is offered at various levels to accommodate different learners. Students will be allocated to either VCAL Foundation or VCAL Intermediate according to their skills and abilities. Senior VCAL is also offered with approval by the VCD Leadership team.

VCAL subjects currently offered at VCD are:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills (VET)

VET program

Vocational Education Training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. It covers a large number of careers and industries like trades and office work, retail, hospitality, creative arts and technology. Qualifications range from

Certificate II to Certificate IV, and Diploma and Advanced Diploma. Students can include a VET subject in their VCE or VCAL studies. VCD provides several VET courses on campus and has access to several TAFE courses that students can attend with the support of an interpreter/teacher from the school.

Students who select a VET course are committed to complete the full duration of the course. This may be one year or two years. All VET courses have strict attendance requirements, and students will be at risk of failing if they do not meet minimum attendance.

ASDAN program

Award Scheme Developed Accreditation Network (ASDAN) is a specialised program developed for students with complex learning needs. VCD delivers the 'Towards Independence' program. The aim of this program is to develop students' skills for independent living, participation in community, employability and personal growth.

ASDAN is recognised as a formal secondary school qualification with the Department of Education in Queensland and Western Australia. Eight Victorian schools are currently delivering ASDAN. VCD is working to have ASDAN recognised by the Victorian Department of Education.

ASDAN may include a modified VET program. Students participate in different modules with emphasis on real life experiences. Work placements may be undertaken in various locations – Tradeblock Café, Ablock Bike Shop, volunteer programs and community work.

VCE program

The Victorian Certificate of Education or VCE is one of the credentials awarded to secondary school students who successfully complete high school level studies in Victoria, Australia. Students complete a minimum number of five VCE subjects to receive an ATAR score, which they can use for entry into university or TAFE. Students at Victorian College for the Deaf can study some VCE units on campus at VCD, and others via Virtual School Victoria (formerly called Distance Education).

Currently, VCD teaches VCE Auslan, Units 1 & 2, and Units 3 & 4.

CURRICULUM DELIVERY

How we deliver Curriculum

Currently, all students at VCD are either learning to read, and learning to write and think numerically, or have begun reading to learn and writing to learn, endeavoring to close the gap between their chronological age and their literacy or numeracy age equivalency.

As a result, our timetable for primary and secondary students, A-D and F-10 is dominated by literacy and numeracy instruction. Our instructional model is Explicit Direct Instruction.

ASSESSMENTS AND REPORTING

Victorian College for the Deaf reports against the Victorian Curriculum F-10 achievement standards. VCD use diagnostic, formative, and summative assessment practices to measure student growth and gather evidence-based data for the reporting cycle.

As per Department of Education requirements, the school will provide a written report card to parents and carers detailing student performance twice per year. Victorian College for the Deaf report cards will:

- report on both student achievement and progress
- use a five-point scale when reporting on student achievement and progress

Victorian College for the Deaf provides opportunities for parents/carers and students to discuss the report card with teachers and/or school leadership.

REVIEWING THE CURRICULUM

The whole school curriculum is reviewed on a two-yearly basis, led by the primary and secondary sub-school leaders. Units and lessons, as well as teaching practice, are under weekly review via analysis of assessment data in peer learning teams (PLT). PLTs are overseen and led by the sub school leaders.

COMMUNICATION

This policy will be communicated to the school community via:

- School website
- Staff induction and handbook
- The 'Curriculum Quarterly' brochure distributed to families each term

REVIEW CYCLE

This policy does not require school council approval. It was approved by the Principal and School Improvement Team (SIT) on 10th June 2022 and is scheduled for evaluation and review in **June 2026**.



PROTECT

Protecting children & young people
from abuse is our responsibility



LEARNING | RESILIENCE | RESPECT | RESPONSIBILITY | PRIDE