



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 students 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.

PURPOSE

The purpose of this framework is to outline Victorian College for the Deaf'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 policy should be read alongside the teaching and learning information provided on the school website.

OVERVIEW

Victorian College for the Deaf is an F-12 college for deaf children.

Victorian College for the Deaf 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.

Victorian College for the Deaf 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 vision is that graduates of Victorian College for the Deaf are literate, critical thinkers who leave our college as autonomous young adults with viable pathways. We value deafness from a cultural perspective and invest in the learning of English and Auslan. How we teach, what we teach and having Deaf and hearing staff across the college teach deaf and hard of hearing students makes our college unique.

Our mission is to provide deaf students with an education that empowers them with choices in life. We believe that effective communication, celebration of success and rigorous, quality teaching with high expectations for every child will enable our students to reach their full potential. We acknowledge we cannot do it alone. It is only in rich partnership with families and the wider community that our students will be supported socially, emotionally and academically.

IMPLEMENTATION

Primary Years

During the primary years of schooling our core business is to teach students to read, write and be able to apply concepts of mathematics (number and algebra, measurement and geometry, and statistics and probability).

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 to 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 hard 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. We offer an individualised approach to pathways planning led by a Pathways Coordinator to create meaningful tertiary and career pathways post-secondary school. Students and families also have access to the assistance of an on-site NDIS Navigator.

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, sets students up for success.

The college offers multiple study options, including VET and VCE subjects, a VPC/VPC modified program, and tailored support for transitions into work and further study. VCE and VCE vocational major are also available for delivery to eligible students.

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 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.

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.

VPC/VPC Modified Program

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate. It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities students need to succeed.

The VPC is normally completed in year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than 2 years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. Students can study the VPC at their own pace and teachers will assess progress through a range of classroom learning activities.

The VPC has replaced Foundation VCAL.

VPC subjects include:

- VPC Literacy (or VCE English options like VCE VM Literacy)
- VPC Numeracy (or VCE Mathematics options like VCE VM Numeracy)
- VPC Work Related Skills
- VPC Personal Development Skills
- spending some time in a workplace as part of your learning. This is known as Structured Workplace Learning.

Students can also add more VCE or VCE VM options, or choose to include vocational education and training (VET) in the VPC.

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.

VCE Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include VET, and can receive structured workplace learning recognition.

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.

Language provision

Victorian College for the Deaf delivers Auslan as a language, based the rationale that Auslan is the natural language of the deaf or hard of hearing learner, and is the inclusive language of the school.

Pedagogy

The pedagogical approach at Victorian College for the Deaf is Explicit Direct Instruction - an approach that involves teachers clearly showing students what to do and how to do it, rather than asking students to discover or construct information for themselves.

EDI encompasses evidenced-based instructional practices researched by cognitive and educational researchers. Explicit instruction is characterised by carefully planned and sequenced lessons, clear and

detailed instructions and modelling, and frequent and systematic monitoring of student progress and feedback to students

EDI is a highly structured approach to teaching that involves clear and explicit instruction of new concepts, followed by opportunities for guided and independent practice. This approach focuses on breaking down complex concepts into smaller, more manageable steps, providing students with the support and guidance they need to develop their understanding.

Assessment

Victorian College for the Deaf assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Victorian College for the Deaf 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.

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.

Reporting

Victorian College for the Deaf reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Victorian College for the Deaf 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.

A 'Curriculum Quarterly' brochure is distributed to families once each term, outlining general subject content for the term.

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.

All students at Victorian College for the Deaf have an Individual Education Plan, IEP. IEP meetings are another opportunity for reporting about student achievement and wellbeing.

Review of school 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, involve twice termly review via analysis of assessment data in professional learning teams (PLT). PLTs are overseen and led by the sub school leaders and/or literacy and numeracy leaders.

Review of teaching practice

Victorian College for the Deaf 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 the teaching and learning information provided on the school website.

COMMUNICATION

This policy will be communicated to the school community via:

- School website
- School newsletter
- Staff induction and handbook
- Parent Handbook

REVIEW CYCLE

Policy last reviewed	September 2024
Approved by	Marg Tope (Principal) / School Improvement Team (SIT)
Next scheduled review date	September 2027

