



TEMPLETON
MELBOURNE, AUSTRALIA

Curriculum

Rationale:

Templeton Primary School strives to provide students with a sequential and challenging curriculum that maximises opportunities for children to reach their potential.

Aims:

- To continue to improve student learning across all subject areas and year levels in a manner consistent with departmental requirements and locally identified needs.
- To promote skills, values and knowledge that will make the students life-long learners and valuable citizens.
- To continue to improve teaching skills to achieve best practice through collegiate support, the Principles of Learning and Teaching (PoLT), e5 and all available curriculum documentation.

Foundation – 10

The Victorian Curriculum, together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.

Victorian Early Years Learning and Development Framework (VEYLDF)

The VEYLDF sets out outcomes and practices to guide early childhood professionals in their work with all families and their young children from birth.

There are five interconnected Learning and Development Outcomes, for children from birth to eight years, with these Outcomes linking to the first three levels of the Victorian Curriculum F10. In the Foundation stage of schooling (Prep – Year 2) schools may choose to structure teaching and learning programs around the five outcomes of the VEYLDF.

See: [Victorian Early Years Learning and Development Framework \(VEYLDF\)](#)

The Department provides resources and support to assist regions and schools in implementing the VEYLDF. These resources include advice on:

- Professional Learning
- The Practice Principles
- The Learning and Development Outcomes

For more information and resources to support the implementation of the VEYLDF, see: [Victorian Early Years Learning and Development Framework: Birth to 8 years \(VEYLDF\)](#)

Victorian Curriculum F-10

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student’s current levels of achievement and then deliver teaching and learning programs that support progression of learning.

The curriculum integrates the ‘Towards Foundation Level Victorian Curriculum’ directly into the curriculum and is referred to as ‘Levels A to D’.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with additional learning needs or a disability. The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

See: [Victorian Curriculum and Assessment Authority \(VCAA\) - Victorian Curriculum F-10](#)

The Department provides resources and support to assist regions and schools in implementing the Victorian Curriculum F-10. These resources include advice on:

- Curriculum Planning
- Assessment and Reporting

The term ‘curriculum’ encompasses all the programmes and manner of organisation that the school uses for student learning.

Evaluation

This policy will be reviewed in accordance with the school’s three-year review cycle.

Last ratified by School Council in May 2022