



Victorian Curriculum

Foundation–10

This year, in line with the guidelines put out by the Department of Education and Early Childhood Development we will be reporting on students' progress against the standards detailed in the Victorian Curriculum F-10. The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling.

The Victorian Curriculum is a combination of the nation-wide Australian Curriculum with some Victoria-specific additions and re-framing. It is expected that educators refer to the Victorian Curriculum ahead of the Australian Curriculum, as the Victorian has all the elements of the Australian version plus other crucial aspects that are required in Victoria.

This new curriculum includes a stronger focus on the foundational skills of literacy and numeracy and on personal and social skills, thinking skills and new areas of learning such as computational thinking. This curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is based on key learning areas and four capabilities. The following table represents the **minimum** reporting requirements for each of these areas, as determined by the Department of Education.

Curriculum Area	Description	Year Level	Reporting Requirements
English	Students develop knowledge, understanding and skills across the strands of Language, Literature and Literacy. Each strand contributes its own distinctive goals, body of knowledge, history of ideas and interests to the study of English.	P-6	2 per year
Mathematics	Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.	P-6	2 per year
Science	The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.	P-6	1 per year
Health and Physical Education	Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.	P-6	2 per year
Drama/Dance/Music/Visual Arts	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.	P-6	Once every second year
History & Geography	In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.	3-6	Once every second year
Civics and Citizenship	In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic	3-6	Once every second year
Economics		5-6	Once every second year

	principles and to contribute as active, informed and responsible citizens		
Design and Technology	In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions.	3-6	Once every second year
Digital Technology	In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.	3-6	Once every second year
Critical and Creativity Thinking	Critical and creative thinking are strongly linked. Students require explicit support to develop the breadth and depth of their thinking and to take intellectual risks. This attention to thinking helps students to build self-awareness and their capacities for reflection. Developing critical and creative thinking capability is an essential element of developing successful, confident and innovative members of the community.	3-6	Once every second year
Ethical Capability	The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems. They involve contested and complex concepts.	3-6	Once every second year
Personal and Social Capability	The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.	P-6	Once every second year
Intercultural Capability	Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.	3-6	Once every second year

Of all the experiences and activities a child is involved in at school the student achievement report is the one thing that is consistently reread throughout one's life. Our aim is to try to make sure that this record of achievement is personal, honest, informative, constructive and hopeful so that when it is reread it evokes a sense of satisfaction, belonging and success.

If the event that you require further information about our report format or the Department of Education requirements please do not hesitate to contact me at ellaby.amanda.a@edumail.vic.gov.au

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