

Curriculum Framework

Purpose

The purpose of this framework is to outline Avenues Education's organisation, implementation and review of curriculum and teaching practices and to ensure that the relevant learning areas are substantially addressed. The framework outlines our delivery and review of curriculum and teaching practices, assessment/recording/monitor of student learning progress, as well as our processes for sharing progress with parents, base school and clinicians. This curriculum framework should be read alongside our whole school and program specific capabilities curriculum and lesson plans.

Background

Avenues Education is a South East Victoria Region (SEVR) designated purpose government school that works in partnership with Infant Child Youth Mental Health Services (Alfred Health & Eastern Health ICYMHS). ICYMHS refer students to Avenues Education to provide targeted educational programs for students experiencing social, emotional, and/or mental health difficulties in accessing education. Students participating in our programs retain enrolment in their school of origin. Depending on the program and individual health needs, students undertake lessons with our teachers either at their school of origin or at Avenues Education locations. We work in close collaboration with the Team around the Learner (TAL) which comprises of the referred student's parents/carers, mental health clinicians, base school staff and other relevant professionals. Avenues Education provides targeted short-term goal-based learning programs to individuals and groups of referred students to increase their engagement in education. We also provide tiered support directly to SEVR schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison. We also provide schools with information and learning to assist them in recognising and responding to the mental health needs of students and reduce barriers to engagement in learning.

Curriculum Overview

Avenues Education provides all students with a planned and structured capabilities curriculum to equip them with the knowledge, skills and attributes needed to re-access and re-engage in learning at their base school or to make a successful transition to another educational setting.

Avenues Education is committed to offering a comprehensive curriculum based on the [Victorian Curriculum 2.0 F-10 Capabilities Curriculum](#). The Capabilities Curriculum we explicitly teach students are: Personal & Social Capabilities (Self-Awareness & Management – self-efficacy & sense of purpose/Emotional awareness & management and Social Awareness & Management – Relationships & diversity/Collaboration) and Creative & Creative Thinking, Ethical Capability. We commit to:

- Providing defined capabilities curriculum content that is the basis for student learning
- Developing and publishing whole-school scope and sequence that documents our teaching and learning program
- Reporting student learning against the achievement standards in the capability 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, where appropriate relating to curriculum provision

Critical and creative thinking, and personal social capabilities are essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. We explicitly teach students how to recognise and regulate their 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 how to handle challenging situations constructively. We aim to teach students to become creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future.

We teach students 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 is an essential element of developing successful, confident and innovative members of the community who can form and maintain healthy relationships. [Home - Victorian Curriculum 2.0 F–10](#)

Implementation

Avenues Education responds to the diverse needs of students in the development of our curriculum programs and curriculum plan.

Our whole school curriculum priorities are based on the following:

- Social and emotional learning programs are associated with more positive social behaviour, less risky and disruptive behaviour and improved academic performance.
- The teaching of positive coping skills and stress management is an appropriate response to the higher levels of stress and distress experienced by students with serious mental illness.
- The teaching of help seeking behaviours can improve mental health and wellbeing and promotes readiness for learning.
- Preparing students to return to school in the community or to transition from school into further education and pathways are critical elements in our programs.
- The student's base school curriculum will be adopted where appropriate.
- Curriculum programs are designed to enhance effective learning.

Pedagogy

Avenues Education implements a school-wide Instructional Framework based on the research-based e5 instructional model. The Avenues Education Instructional Framework outlines teacher practices with the student, parents, base school/s and clinicians from point of referral until closure. The Instructional Framework includes teacher practices to maximise the engagement and build the capability of the team around the learner to continue to support the student after closure. Avenues Education 'We Learn' Explicit Teaching Model is a component of the wider Instructional Framework. Teachers explicitly teach targeted lessons to develop specific skills linked to the capabilities curriculum. The Explicit Teaching Model guides evidence-based teaching practices to create a positive climate for learning, link to prior experiences, guide skill development and application, monitor progress and negotiate next steps.

Assessment

Avenues Education assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. Students are provided with multiple and varied opportunities to demonstrate learning and achievement. Avenues Education Assessment Map enables teachers to decide which assessments are best suited to obtain an understanding of student's curriculum entry level skills and establish a targeted individualised teaching and learning plan. Teachers use assessments that cover the appropriate capabilities curriculum levels to ensure that evidence of learning and growth is captured for every student.

Teachers assess student learning and progress against the curriculum by using a combination of formative and summative assessments, including:

- locally generated assessments mapped to curriculum achievement standards.
- teacher judgements which provide a broad indication of student entry level skills and provide comparable data points and evidence of student progress.
- standardised testing measures.
- using assessment as an ongoing way, to guide future lessons and learning, as well as to keep students and parents, base schools and clinicians informed of student progress.

- using a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the curriculum unit designs and learning sequences. The assessments may include, but are not limited to, pre/post testing, scales, questionnaires, ratings, student/parent/school discussions
- developing assessment tasks 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 achievement. Teachers will make modifications to the learning tasks to cater for students with additional learning needs
- developing Individual Education Plans (IEPs) for students in consultation with students, parents, base school, referrer (ICYMHS) and other relevant agencies
- participating in moderation of assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school

Reporting

Avenues Education reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. We ensure that there is continuous sharing of assessment information formally and informally with parents/carers throughout the duration of programs we provide. We report to parents, students base school and referring clinician via the IEP, reporting:

- directly against the Victorian 2.0 [Curriculum F-10 achievement standards](#)
- including both student achievement and progress
- using a goal based grading scale (0 to 4) to report student learning progress.

Parents/carers, students, base school and referrer are provided with the opportunity to discuss the IEP with the teacher and/or school leaders. Parent-teacher meetings are conducted regularly to enable the opportunity to discuss the students' progress and how they can continue to be supported at home.

Curriculum and Teaching Practice Review

Avenues Education 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. High impact teaching strategies (HITS) and high impact engagement strategies (HIES) are utilised to assess and monitor curriculum and teaching practice. We review our curriculum plans and practice continuously throughout the year in PLC Meetings and curriculum days, as well as through formal annual review as part of the AIP and 4 yearly as part of the Strategic Planning and Review process.

Professional Learning Communities (PLC) are used to enable teachers to evaluate the effectiveness of high impact teaching strategies and high impact engagement strategies, as well as develop and interrogate lesson and curriculum plans. PLCs are focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers. PLC's demonstrate our commitment to professionalism and are fueled by collaborative expertise.

The Performance and Development (PDP) cycle enables us to meet our responsibilities to students, parents and government through linking employee performance with achievement of school and government policies and targets. The PDP provides feedback on performance which supports ongoing learning and development of employees with a focus on ways in which student learning can be improved. PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers must demonstrate evidence of achievement in the focus areas.

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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
- This policy should be read alongside:
 - whole school curriculum plan – personal and social capabilities scope and sequence, and critical and creative scope and sequence
 - teaching and learning program plan for each school program
 - unit plans/lesson plans
 - assessment map
 - IEP guide
 - instructional framework and explicit teaching model

Communication

This framework will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Referenced in our staff manual

Policy Review and approval

Policy last reviewed	07.11.25
Approved by	Principal
Next scheduled review date	Before October 2028