

Curriculum and Standards Framework

Victoria. Board of Studies, 1995

Overview of the document

The Curriculum and Standards Framework (CSF) consists of eight booklets in a ring binder, one for each of the Key Learning Areas (KLAs): The Arts; English; Health and Physical Education; Languages Other Than English; Mathematics; Science; Studies of Society and the Environment; and Technology. Each booklet includes the same general introduction in which the CSF is overviewed and provides detailed information for each KLA in relation to levels and strands.

Keywords

National Statements and Profiles; eight key learning areas; standards; outcomes; inclusiveness; equity; assessment; curriculum planning; reporting.

Contents

BOOKLETS

1. The Arts
2. English
3. Health and Physical Education
4. Languages Other Than English
5. Mathematics
6. Science
7. Studies of Society and the Environment
8. Technology

Summary of Contents

FOREWORD

- Written by Howard Kelly, Chairperson, and Sam Ball, Chief Executive Officer, of the Board of Studies.
- Describes the CSF as a “landmark document in Victorian School education” that provides schools with a “framework on which they can build a curriculum tailored to meet the needs of individual students.” (p. iii)
- Notes that the CSF provides a set of standards which it is expected that students across the State will attain at different stages in their schooling.
- After commenting on the involvement of a range of people in the development of the framework, notes that the “CSF is designed as a document to be used, not to sit on a shelf” and that “curriculum development is a dynamic process”, and they invite feedback on the content and presentation of the CSF. (p. iii)

INTRODUCTION

Nature and Purpose

- Notes that the CSF provides the basis for P-10 curriculum planning in Victorian Schools and for reporting on student achievement.
- Sets out the major areas of learning to be covered and describes the learning outcomes to be achieved by students, organised into the nationally agreed Eight Key Learning Areas.
- Notes that schools will continue to be responsible for detailed curriculum development and delivery but that the CSF will provide the policy framework for this

work. Notes that it provides the means for schools to place their work within a structured State-wide context and a common basis for reporting student achievement.

- Makes the following comments in relation to the CSF:
 - “The key term is framework. The CSF aims to provide sufficient detail for schools and the community to be clear about the major elements of curriculum and the steps towards achieving them without dictating to schools and teachers how they are to exercise their responsibilities.” (p. 1)
 - “It does not prescribe the nature of individual school programs.” (p. 1)
 - “It leaves course planning, curriculum organisation and classroom practice to schools.” (p. 1)
 - “The CSF provides an outline of the major components of a school’s curriculum, and statements of intended learning outcomes which most students would be expected to have reached over the eleven years of schooling from Prep to Year 10.” (p. 1)
 - “The major content and process elements are arranged in strands. These strands are carried through seven levels broadly relating to the Prep-Year 10 years of schooling covered (except in LOTE).” (p. 1)
 - “The standards are expressed in terms of learning outcomes.” (p. 1)
- Notes that the CSF does not specify the time to be spent on each of the KLAs.

The Structure

- Notes that the CSF adopts the KLAs agreed upon by the former Australian Education Council.

Key Learning Areas

- Notes that some KLAs are discipline based, while others are collections of closely related subjects.

Strands

- Notes that within each KLA, the major content and processes are arranged into strands as follows:
 - *The Arts:*
 - Six Strands: Dance, Drama, Graphic Communication (from level 5), Media, Music, and Visual Arts.
 - Sub-Strands: Creating, making and presenting, Arts criticism and aesthetics, and Past and present contexts.
 - *English:*
 - Four Strands: Texts, Contextual understanding, Linguistic Structures and Features, and Strategies.
 - Modes: Speaking and listening, Reading, and Writing.
 - *Health and Physical Education:*
 - Three Strands for Levels 1- 3: Human movement; Physical activity and the community, Human development; Human relations; Safety, and Health of individuals and populations; People and food.
 - Seven Strands for Levels 4-7: Human movement, Physical activity and the community, Human development, Human relations, Safety, Health of individuals and populations and People and food.
 - *LOTE:*
 - Three Strands: Listening and speaking, Writing, and Reading.

- Strand Organisers: Language for personal and social purposes, and Language for informational purposes.
- *Mathematics:*
 - Six Strands: Space, Number, Measurement, Chance and data, Algebra (from level 5), and Mathematical tools and procedures.
- *Science:*
 - Four Strands: Natural and processed materials (Materials, structure, properties and uses; Reaction and change), The physical world (Electricity and magnetism; Light and sound; Force and movement), Earth and Beyond (The changing Earth; Our place in space), and Life and Living (Living together; Structure and function; Biodiversity, change and continuity).
- *SOSE:*
 - Five Strands: Time, continuity and change, Place and space, Culture, Resources, and Natural and social systems.
 - Inquiry activities: Investigation, Communication, and Participation.
- *Technology:*
 - Three Strands: Materials, Information, and Systems.
 - Phases: Investigating, Designing, Producing, and Evaluating.

Levels

- States that “The CSF provides seven levels for the reporting of student achievement over the eleven years of schooling covered. Within each strand, the CSF puts together statements of the major material to be covered (curriculum focus) and the expected outcomes which student would attain following successful teaching and learning of that material (standards).” (p. 4)
- Notes that these levels are associated with years of schooling as follows (except LOTE):
 - Level 1 - End of Prep Year
 - Level 2 - End of Year 2
 - Level 3 - End of Year 4
 - Level 4 - End of Year 6
 - Level 5 - End of Year 8
 - Level 6 - End of Year 10
 - Level 7 - Enrichment of those exceeding Level 6
- Notes that “In developing the standards, the Board is describing intended outcomes at particular levels.” (p. 4)

Reporting

- Notes that the seven levels provide a basis for reporting on student achievement.
- Notes that the common language of the outcomes should help schools exchange information and may be used by the Board to review the CSF.
- Notes that outcome statements cannot be used by themselves to report with any precision on a student’s progress.
- States that: “In outcome statements to report on individuals, schools will need to take into account such factors as the ease with which a standard is reached, degrees of autonomy or direction, range of contexts, capacity to repeat performances at later times, and so on. The standards provide the basis but not a complete mechanism for reporting on student achievement.” (pp. 4-5)

Assessment procedures

- States that “Schools will be aware of the need to use valid and reliable forms of assessment if the CSF is to realise its potential.” (p. 5)
- Notes that the Board will support the development of assessment procedures through the operation of the Learning Assessment Program (LAP). Notes that the LAP will lead to assessment procedures at years 3 and 5, and will include Statewide assessment in some key learning areas.

Inclusiveness

- Begins by noting that schools will be aware of the importance of addressing principles of inclusiveness.
- States that “The CSF has been designed to include the aspirations and experiences of all students. In particular the principles of gender equity and equal opportunity for students from all ethnic, socioeconomic, and cultural backgrounds have been incorporated. Every effort has been made to ensure that the material in the document accurately reflects the range of abilities and interests and cultural diversity of the Victorian student population.” (p. 5)

Students with Impairments

- Notes that the Board is working with the Directorate of School Education to produce a booklet on implementing the CSF for students with Disabilities and Impairments.
- States that “The Board supports the principle that individual programs should be developed in conjunction with program support groups, where applicable, for students with disabilities and impairments. These programs should be based on the CSF, which is developed for all Victorian students.” (p. 5)
- Notes that the guidelines state that students with disabilities and impairments, in common with all students, require a curriculum which:
 - Is broad and comprehensive and gives them access to the eight key learning areas.
 - Is relevant to the student’s physical, intellectual, social and emotional needs.
 - Is appropriate to the student’s age.
 - Is part of the continuum of learning for life.
 - Offers opportunities, challenges and choices.
 - Encourages independence while recognising the interdependence of members of the community.
 - Values individual learning styles and preferred learning styles.
 - Provides for different rates of learning.
 - Enhances the student’s self-esteem, worth, identity and dignity.
 - Provides a range of opportunities for individualised and group learning.
 - Provides a broad range of experiences, processes and approaches.
 - Is realistic, achievable and has clearly stated goals.
 - Anticipates the student’s future needs. (pp. 5-6)

English as a Second Language

- Notes that the CSF sets out general curriculum and that schools should judge how the CSF suits individual students from NESBs, especially in relation to reporting achievements.
- Notes that the Board and the Directorate of School Education are revising the national ESL scales into a supplementary document for the CSF.

Relationship to National Statements and Profiles

- States that “The basic structure of the CSF is derived from the work done nationally under the auspices of the Australian Education Council which led to the production of the National Statements and Profiles.” (p. 6)
- States that “The CSF builds on and advances the important work undertaken by the national project. Individual key learning area components have been revised to remove weakness which had been identified in public discussion of the national work. The CSF brings together curriculum statements and level outcomes into a single document.” (p. 6)

The CSF and School Programs

- Notes that the KLAs maintain consistency with the National Statements and Profiles and that “This structure has been adopted by all states and territories and the Commonwealth to provide a common approach to describing the range of the curriculum.” (p. 7)
- Notes that schools will continue to organise their curriculum provision and the Board does not expect the CSF to translate into any form of school organisation.
- States that “The CSF is amenable to horizontal age-related classes and multi-age vertically integrated classes. It can be delivered through a wider range of integrated approaches and by individual discipline-based courses.” (p. 7)
- Notes that the CSF offers scope for the development of programs which combine strands from a number of KLAs and will “encourage a pluralism in schools which is aimed at improving learning outcomes for all students”. (p. 7)

Use of the CSF in primary schools

- Discusses how the CSF will be used in primary schools.

Relationship to National Statements and Profiles

- Notes that secondary schools have traditionally delivered the curriculum in ways that are subject based. The CSF is amenable to this approach, and it is also amenable to a more integrated approach.
- Notes that the CSF will, over time, enable greater coherence between primary and secondary schools and that during junior secondary schooling, students should have access to a broad and comprehensive program.
- Notes that KLAs should be retained as students move into middle years, but that specialisation in individual strands may also occur. (p. 8)

BOOKLETS

- Following this general introduction, each booklet then moves into detailed discussion of the KLA, including a general introduction, summaries of student learning outcome statements (except for LOTE), and the framework for each level.