

Ringwood Secondary College

Modified Curriculum Program Policy



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Ringwood Secondary College on (03) 9870 2002.

Ringwood Secondary College is committed to creating and maintaining a child safe and child-friendly organisation. The Child Safe Standards are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359](#) provides the framework for child safety in schools.

RATIONALE

At Ringwood Secondary College, we believe all students should have access to learning across the curriculum. Success in learning can greatly affect students' self-concept, social development, emotional well-being and behaviour. For some students, adjustments to the environment, instructional approaches and/or assessment strategies can enable them to participate in the mainstream curriculum. However, in order for some students to achieve success, they will require modified learning programmes – that is significant modifications to the complexity of the curriculum content, process, product or environment.

This policy outlines the process for identifying and supporting the learning of students on a modified program. It should be noted, if a student is modified in one area of the curriculum, it is not automatically required for all curriculum.

This policy should be read in conjunction with the Inclusion and Diversity Policy.

The Department of Education's Modified (Reduced Hours) Timetable Policy is available from: <https://www2.education.vic.gov.au/pal/modified-reduced-hours-timetable/policy>.

Definitions

In this policy, the following definitions are used:

- reasonable adjustment: classroom-based adjustments of content, process or product which can accommodate the learning needs of most students
- significant modification: based on evidence, student learning needs are identified as needing personalised goals and assessment criteria
- student recommendations: are reports which collate professional reports about a student providing advice to classroom teachers to support a particular student
- Individual Education Plan: IEPs are mandatory for specific students¹ and the plans do not necessarily require a modified curriculum

Aims

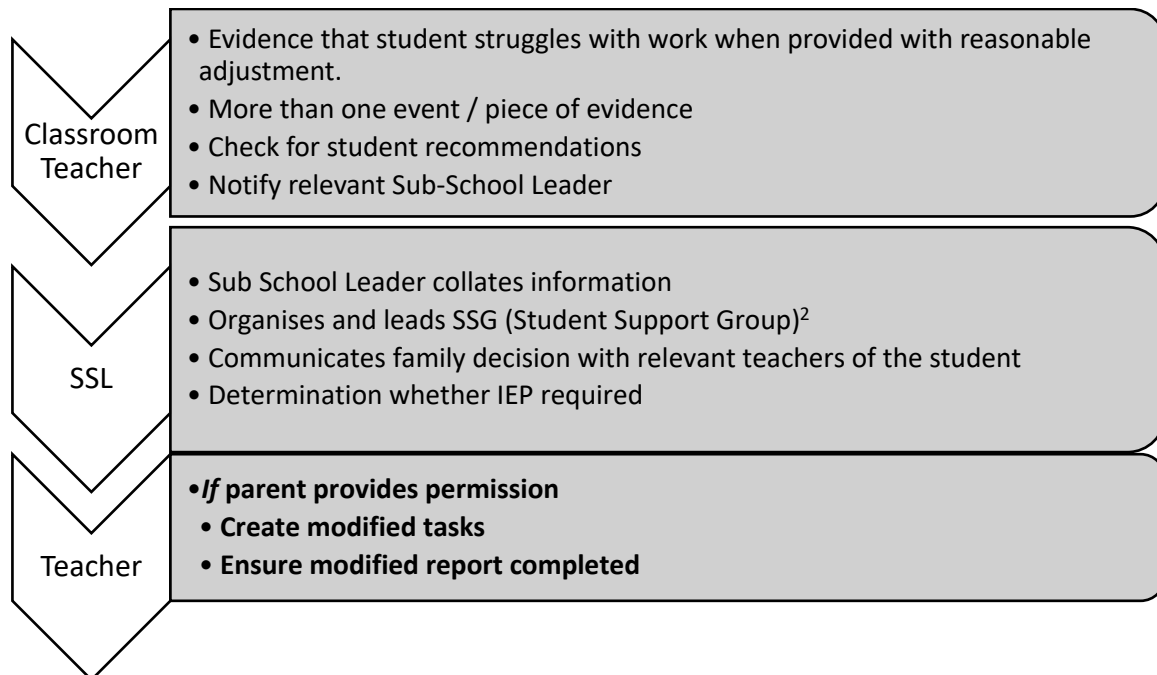
- To ensure that all students can access learning and experience growth
- To provide identified students with modified curriculum programs in selected learning areas
- To raise students' perception of themselves as learners.
- To ensure a consistent understanding among all stakeholders regarding how modified programs operate at RSC.

Implementation Guidelines

- Family discussion must occur and family permission provided *prior* to a student receiving any significant curriculum modifications
- The relevant Sub-School Leader liaises with relevant staff to make evidence-based decisions when deciding which students may require modified learning programs.
- Communication between parents, students, teaching staff and ES staff is always open
- Semester reports, learning tasks and learning task feedback on Compass, acknowledge the modifications made to the student's learning program. Student learning is reported against the achievement standards of the Victorian Curriculum F-10.
- Courses are modified in content, process or product and overtly aligned to relevant Victorian Curriculum Achievement Standards
- Support for staff is available

Process

In most situations, the classroom teacher is the first to observe a student struggling to access curriculum and is often able to gather evidence of student capacity against the Victorian Curriculum continuum.



FURTHER INFORMATION AND RESOURCES

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)

- [Students with Disability](#)
- [Koorie Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- <http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners>

COMMUNICATION

The Modified Curriculum Program Policy is published on the college website, including an annual reference in the school newsletter and hard copies available from school administration upon request.

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2026
Approved by	Principal
Consultation	<ul style="list-style-type: none"> • Policy and Education Committee • School Council
Next scheduled review date	October 2029

¹ Page 3 of <https://www.education.vic.gov.au/PAL/iep-summary-guide.pdf> states “students in statutory Out-of-home care (OOHC); Koorie students (as required by Marrung — Victorian Aboriginal Education Plan 2016 – 2026); students supported under individualised disability funding programs including the Program for Students with Disabilities (PSD) and Disability Inclusion; students in youth justice (custody and community); students in re-engagement programs under contract arrangements with another school or provider; and, students undertaking Flexible Learning Options (FLOs).”

² Student support groups provide the opportunity to work with families, students and the school to make decisions about their education and check their progress. <https://www.vic.gov.au/student-support-groups-children-additional-needs>