Wantirna College Curriculum Framework Policy

PURPOSE

The purpose of this framework is to outline Wantirna College's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

OVERVIEW

Curriculum is what is taught at the College, and it is at the heart of everything we do. It includes all the arrangements we make for student learning including how we structure the timetable, what subjects' students' study, and course content such as unit and lesson plans. Curriculum includes the planning and administration of assessment of student learning.

Wantirna College we are committed to providing all students with a visible, viable, sequential, and guaranteed curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Wantirna College's curriculum vision is to provide a positive learning environment that fosters lifelong learning, empowering students to be resilient young people ready to navigate life beyond school. Our diverse and rich curriculum offers students choice and fosters student voice and agency as we empower our students to become 21st Century learners.

IMPLEMENTATION

Curriculum at the College is developed to suit our student's stage of development. At Year 7 and 8 our students experience a range of subjects as we encourage them to give everything a go. At year 9 and 10 our vertical elective program gives our students choice with a diverse range of electives that empower students to begin forging their own learning pathways. At VCE we aim to offer students breadth of subject and course options enabling an individual learning program that connects them to pathways beyond school.

At year 7-10 we provide a comprehensive curriculum based on the Victorian Curriculum F-10. The key points in this framework, and in line with the F–10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:
- A defined curriculum content is the basis for student learning.
- Curriculum planning that is based on two-year bands of schooling rather than each year level.
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program.
- Reporting student learning against the achievement standards in the 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 relating to curriculum provision, including:
    - Physical and Sport Education — Delivery Outcomes
    - Sexuality and Consent Education
    - Holocaust Education – Delivery Requirements

The inclusive curriculum at Year 7-10, is developed and delivered to cater for all students individual learning need. Teachers and learning areas recognise the need to make reasonable adjustments to content and

assessment so that students with disabilities can access learning at their developmental stage and learning pace.

At Year 11 and 12 students can choose from a range of curriculum offerings to suit their learning and pathways preferences. Students can choose from the Victorian Certificate of Education (VCE) including: a traditional VCE pathway, the VCE Vocational Major pathway (VCE-VM), the Victorian Pathways Certificate (VPC) and Vocational Educational and Training (VET) courses.

We develop curriculum that builds students personal and social capabilities, ethical and critical and creative thinking capabilities with a weekly period of 'Elevate' at year 9 and 10. We offer a weekly period of 'Explore' at year 9-12 focused on development of personal learning skills and careers education.

Wantirna College provides many opportunities for students to participate in extra and co-curricular programs and events throughout their schooling. We provide extensive, camps, outdoor education, and excursions/incursions program.

The learning time is structured into a weekly timetable with 4*73 min periods, totalling 292 mins of learning per day.

Language provision

Wantirna College will deliver Chinese – Mandarin as a compulsory Language at year 7 and 8, and through elective offerings year 9 and 10. Some students with advanced language skills and the capacity to learn independently can learn languages at Year 9 and 10 through the Victorian School of Languages.

Pedagogy

The term pedagogy refers to how teachers teach the curriculum content, the strategies they use to engage students cognitively, behaviourally, and emotionally. Our instructional model – the *Student-Centred Learning Model* – includes 5 key stages of learning within a learning sequence or lesson. The curriculum content is organised into these key stages – *Prepare, Engage, Guide, Apply and Evaluate.*

OUR ASSESSMENT PHILOPSOPHY

We use a Developmental Approach to assessment of Assessment for Teaching (Griffin, 2014) which, uses assessment as *the bridge between teaching and learning* (Wiliam, 2013). This approach provides teachers with a set of common tools and practices that assist them to plan and differentiate their instruction based on what the students can already, *do, say make or write.* It gives students to tools to engage in learning and set learning goals by deconstructing the learning process in language they can understand. It allows parents to understand their child's current skill and knowledge, note their learning improvements and support student learning at home.

For subjects in year 7-10 Learning Areas map out the progression of key skills and knowledge within their subject areas for from level 5 to 10 and beyond, into a Learning Continua. Every component in the learning continua is mapped to the Victorian Curriculum achievement standards. When planning units of learning, teachers and teams create Developmental Rubric which show a defined sequence of incremental learning/developmental steps. Each statement in the rubric details the skills and knowledge expected of a student at that level of learning and development. The learning/developmental steps become increasingly more challenging and sophisticated and allow teacher and students to monitor the growth and development in learning throughout a unit.

At VCE, teachers create subject specific Developmental Rubrics designed around the outcome statements and key knowledge and skills in the VCAA Study Designs. The VCE rubrics make clear to learners the

expectations in knowledge and skill to achieve a satisfactory outcome for areas of study and units. Rubrics also provide stretch skills/knowledge to support students to achieve learning excellence.

These Developmental Rubrics are the foundation of learning and teaching at the College and influence all aspects of curriculum planning, implementation, and evaluation. They support teachers to engage in effective teaching and assessment practices.

AT WANTIRNA COLLEGE WE:

- Consider *Learning* as the increased proficiency, deeper understanding, and higher skill level over time*.*
- Aim to maximise the learning growth of every student - *AIP Goal*
- Believe that all students can learn when teachers start with what the students already know and differentiates their teaching.
- Foster a growth mind-set by prioritising cognitive student engagement and learner agency.
- Focus on development, NOT deficit.
- Focus on skills and knowledge BEFORE scores.
- Value learning growth AND learning achievement
- Focus on what students *can do, make say or write* and plan what they are ready to learn next.
- Use evidence BEFORE inference/opinion/intuition - gathering observable evidence on the quality of the writing, expression, thinking and products.
- Teach students how to learn and how to think.
- Accurately link skills and knowledge to Victorian Curriculum achievement standards and the outcomes in the VCAA VCE/VCE-VM/VCP study designs.

ASSESSMENT PROCESSES

- Teachers will evaluate and diagnose where students are in their learning and provide explicit pathways for learning progression. Students will have multiple and varied opportunities to demonstrate evidence of learning and achievement through ongoing formative assessment.
- Learning growth will be measured through progress and development of skills and learning achievement is measured through summative assessment tasks.
- We will use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions, or student conferences.
- Assessment tasks are developed 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 completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Wantirna College will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion program, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.

- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff will participate in assessment moderation processes involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

FEEDBACK

- Feedback on student learning progress will be provided to parents and students on formal assessment tasks – such as common Learning Checkpoint, VCE School-base Assessment Coursework (SAC's) and School Assessed Tasks (SATs) through Compass learning tasks and on Developmental Rubrics.
- Feedback on formal and common Learning Checkpoint's will be provided **within 2 weeks of task**.
- Ongoing written and verbal feedback will be provided to students (individuals and groups) throughout a unit of learning, based on formative assessments.
- Student self and peer feedback will also be encouraged with guidance and instruction from teachers.
- Individualised curriculum, assessments and feedback will be provided to students on individual learning programs requiring reasonable adjustments to be made to their learning program.
- Student Conferences will be conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

REPORTING

Wantirna College reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, we ensure that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Wantirna College will report directly against the Victorian Curriculum F-10 achievement standards or, if reporting on students for whom English is an additional language, the Victorian Curriculum F-10 EAL achievement standards.
- Both student achievement and learning progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Wantirna College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

CURRICULUM AND TEACHING PRACTICE REVIEW

School 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.

Review of school curriculum

Layer of review/planning	Process and data used. Learning Areas will be provided meeting time ever term to review and plan curriculum	Responsibility Learning Area Leaders and Teams	Timeframe Each term
Whole school	During annually the leadership team identifies changes and adjustments to curriculum and subject offerings based on school resourcing, strategic planning, and student learning data. In line with the college's strategic review cycle our curriculum programs and structures are evaluated to determine the degree to which it meets current and future student learning needs.	Leadership Teams	Throughout semester 1 and during the school's review cycle
Curriculum Areas	During term 2 every learning area evaluates curriculum and subject offerings and identifies subject changes, deletions and additions based on student feedback, learning needs and school priorities	Learning Area Leaders	Semester 1
Year levels	Sub schools evaluate their extra and co-curricular programs annually and adjust and change our offerings to cohorts and groups of students based on educational priorities, student feedback and school data.	Sub school Leaders	Throughout the year
Units and lessons	During term 4 teaching teams reflect on and adapt and improve curriculum at a topic, unit, and subject level to improve student engagement and learning.	Teaching Teams	As required and during term 4.

Review of teaching practice

Wantirna College reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle (as required), which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

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

- o [Koorie Education](#)
- o [Languages Education](#)
- o [Physical and Sport Education — Delivery Requirements](#)
- o [Holocaust Education](#)
- o [Reporting Student Achievement and Progress Foundation to 10](#)
- o [Sexuality and Consent Education](#)
- o [School Hours (including variation to hours)](#)

- This policy should be read alongside:
  - o Semester-based Assessment Schedule
  - o Curriculum Handbook and Digital Handbook
  - o Developmental Learning and Teaching Framework
  - o Enrichment and Enhancement Policy
  - o Home Learning Policy
  - o Digital Learning Policy
  - o Reporting Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Approved by	
Next scheduled review date	August 2026