

# CURRICULUM FRAMEWORK



## Help for non-English speakers

If you need help to understand the information in this policy please contact the Carwatha College P-12 office.

## PURPOSE

The purpose of this framework is to outline the 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.

This curriculum framework is supported by our whole school curriculum plans and scope and sequence documents.

## OVERVIEW

Carwatha College provides all students with a planned and structured 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.

Carwatha College is committed to offering 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](#)

Carwatha College aims to provide a dynamic learning culture that promotes integrity, innovation and the individual. We aim for and value:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- Diversity in our curriculum, in each other, and in our community
- Strong and open communication between our school and our homes, and between our teachers, our students and our families
- A commitment to social justice and a passion to protect and improve our environment and our community.

Carwatha College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Carwatha College, our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

## IMPLEMENTATION

Carwatha College implements a viable and robust curriculum. At Carwatha College P-12, class time is structured into a fortnightly timetable, with 5 hours 25 minutes hours of learning per day, plus one hour of recess and lunch breaks. Learning is broken into 5 sessions plus homegroup. Sessions are between 55-60 minutes and Homegroup is between 15-25 minutes per session.

Carwatha College adopts a homegroup structure to provide students with opportunities for increased connectedness to their teachers and peers. Homegroups are held 3 times per week for between 15 and 25 minutes.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our curriculum plans.

### **Language provision**

Carwatha College will deliver Mandarin as a Language from Grade Prep to Year 9. This is based on the fact that Mandarin is the world's most popular language. Australia also has significant business connections to China, making the ability to speak Mandarin highly sought after.

### **Pedagogy**

The pedagogical approach of Carwatha College supports curriculum delivery and fosters high expectations of staff and students. Teachers regularly incorporate a variety of high impact teaching and learning strategies as outlined in Carwatha College’s instructional model – ‘GREATER’.



## Assessment

Carwatha College assesses student progress in line with the Department’s [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Carwatha College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Teachers at Carwatha College 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 Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher 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.
- Example School will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), 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 cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## Reporting

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

At Carwatha College, detailed reports will be disseminated twice-annually to report against the Victorian Curriculum and will include assessment results and comments about student achievement and areas for improvement. Secondary students and families will also receive additional progress reports, which are a succinct summary of student achievement, behaviour and attendance, multiple times throughout the year. Parent teacher interviews will also be offered twice annually to report verbally on student achievement.

The written reports will be 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.

- Carwatha 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 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).

Parent-teacher interviews, 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.

## 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	Responsibility	Timeframe
<b>Whole school</b>	The curriculum leadership team will oversee the College's whole school curriculum development, assessment and reporting. This team reports to the Principal. This includes reporting timelines, mechanisms and assessment processes at a whole school level.	Curriculum Leadership Team  (Learning Specialists, Primary Leading Teacher, PCOs)	Termly
<b>Curriculum Areas</b>	Curriculum Area Leaders (Secondary) meet the Assistant Principal to plan and review curriculum changes. Curriculum Area Leaders meet their staff teams regularly for planning purposes.	Curriculum Area Leaders  PCO	Three times a term
<b>Year levels</b>			
<b>Units and lessons</b>	Curriculum areas meet regularly to audit curriculum, plan units, develop assessment tasks, cross mark student assessment and report on student outcomes. Smaller year level teams also meet to plan for specific classes.	Curriculum Area Leaders  Teaching staff	Five times per term

### Review of teaching practice

Carwatha 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, 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.
- A curriculum leadership team, made up of Leading Teachers, Learning Specialists and Assistant Principals
- Planning meetings in year levels (Primary) or curriculum areas (Secondary)

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

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2024
Approved by	Patrick Mulcahy (Principal)
Next scheduled review date	April 2028