| POLICY: | CURRICULUM POLICY |
|---|---|
| DATE: | August 2023 |
| CONSULTATION: | Principal |
| APPROVED BY: | Principal |
| TO BE REVIEWED: | August 2026 |

**Help for non-English speakers**

If you need help to understand the information in this policy, please contact Strathmore Secondary College on phone number 9379 7999.

## PURPOSE

The purpose of this framework is to outline Strathmore Secondary College's (SSC) 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 and carers.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

## OVERVIEW

SSC 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.

SSC 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, parents and carers 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](#)

SSC 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 SSC 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

SSC implements its curriculum to provide students with a comprehensive general education in the early years of secondary school followed by the opportunity to individualise programs once students reach Year 10. Our focus on achievement and success, complemented by the comprehensive support provided to students, increases the breadth of post school options to which our students have access.

The curriculum areas are:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Visual Arts
- Performing Arts and Media
- Technology Studies
- Computing
- Languages Other Than English
- STEAM (Science Technology Engineering Arts Mathematics)

The program in Years 7 to 9 provides a sound foundation for studies in the senior years, allowing student flexibility in subject breadth, together with opportunities for extension and challenge. Students are enrolled in programs in English, Mathematics, Science, Humanities, and Health and Physical Education, and they are also free to choose from a wide variety of subjects in Languages (Greek, Italian, or Japanese), Visual Arts, Performing Arts & Media, and Technology. In Year 10, students must choose one subject from each of the core areas of English, Mathematics, Science, and Humanities, as well as Human Relations. They are then free to choose their own programs. In all, students can choose from over 50 subjects at Year 10, and they also have the option of accelerating into a VCE subject. Year 11 and 12 students have access to a wide range of VCE subjects.

At SSC, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 47-minute sessions.

SSC adopts a team structure for Years 7 to 10, with students divided into six teams. Each team has a Team Assembly for twenty minutes each fortnight where school news is shared. Each student can call upon a Team Leader and Coordinator to support them in their learning, wellbeing, and to provide parents and carers with a point of contact. In addition, Form Assemblies are held each morning for five minutes to provide students with opportunities for increased connectedness to their teachers and peers. Students remain with their teams when they are in Years 11 and 12, but the teams at that level are part of Senior School.

The curriculum of each subject area is planned on the basis of the following documents:

- Standards document: – based directly on the Victorian Curriculum
  - Unit planning matrix: – all standards for a subject, split into units. Teachers identify which standards will be taught in each unit, along with the sequence and pacing of units.
  - Unit outlines

Each unit outline identifies:

- Standards: The Victorian Curriculum content descriptors that teachers must teach and students must learn in order to achieve in the subject
  - Learning Goals for each curriculum standard as dot points under each one- either declarative or procedural knowledge
  - Success Criteria provide further details of knowledge and skills that are the focus of the learning.
- Vocabulary: the critical vocabulary students must master in order to discuss the subject, including both Tier 2 and Tier 3 words.
- Resources: specialised items required for teaching the unit
- Common assessments: performance tasks that must be completed by all students in that subject, regardless of class, to demonstrate their declarative and procedural knowledge. Clear references on the document to the standards being assessed.

**Language provision**

SSC will deliver Italian, Greek and Japanese as a Language, based on the demographics of the local population and the preferences of students over a long period of time.

**Pedagogy**

The College is a purposeful learning environment built on high-quality teaching practice. It uses research-based strategies and has developed an instructional model that improves student outcomes. It expects teachers to be learners too and provides them with some of the best professional learning in the state. This is built on the work of Jane Pollock, John Hattie, and the Marzano Institute.

<u>GANAG Lesson Schema and Effective Strategies</u>

GANAG is the lesson schema used across the College for consistent instruction. Teachers use this model to structure their lessons to help students become master learners. The following high impact teaching strategies are used to support teaching and learning:
- Setting objectives and Providing Feedback
- Reinforcing Effort and Providing Recognition
- Questions, Cues and Advance Organizers
- Non-linguistic representations
- Summarising and note taking
- Homework and practice
- Identifying Similarities and Differences
- Generate and test hypothesis
- Reinforcing Effort and Providing Recognition

(Pollock, 2007; Corwin, 2021)

<u>Learning Goals and Success Criteria</u>

Each lesson begins with a clear learning goal derived from the curriculum documents and success criteria that breaks down the learning goals and details the focus of the learning. Students interact with the learning goal and success criteria throughout the lesson to track their progress. Students return to the learning goal and success criteria to monitor their learning progress. (Moore, Garst, &Marzano, 2015; Corwin, 2021).

Each Learning Goal should have an aligned Success Criteria.

<u>Features of Learning Goals:</u>
- Describes what students will learn.
- Links directly to the curriculum.
- Can be deconstructed with students.
- Should be decontextualized so that students can transfer their learning in different contexts and subject areas.
- Can be closed or open.
- Could be constructed using the following starters: 'We are learning about…' or 'We will learn…'

<u>Features of Success Criteria:</u>
- Breakdown the learning goal and provide further details about the focus of the learning.
- Provide challenge by being focused on surface, deep and transfer knowledge.
- Can be supported by examples, exemplars and models.

- Taught or co-constructed with students.
- Could be constructed using following starters: 'We will know we have been successful when…' 'We will be able to…'

**Assessment**

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

Students at SSC 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 SSC 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-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.
- SSC 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, carers 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**

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

At SSC reports will be in a written format easy for parents and 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.

- SSC 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).
- SSC will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents and carers and students to discuss the school report with teachers and/or school leaders.

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 |
|---|---|---|---|
| **Whole school** | Curriculum Management Group (CMG) reviews all curriculum and assessment for Years 7 -12 under the leadership of an Assistant Principal. | Curriculum Management Group | Three times per term |
| **Curriculum Areas** | Faculty meetings are held three times per term where curriculum and assessment are discussed and reviewed by all faculty members under the leadership of the faculty leader. | Faculty Leaders | Three times per term |
| **Year levels** | Team Planning meetings are held three times per term where assessment and reporting is reviewed by Team Leaders. | Team Leaders | Three times per term |
| **Units and lessons** | Units are reviewed at faculty level and at subject level by teachers under the leadership of the faculty leader. Units and lessons are under continuous review and then are overseen at Faculty Meetings. | Faculty Leaders | Continuously |

**Review of teaching practice**

SSC 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.

## 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)

- This policy should be read alongside:
  - Curriculum Booklets for Years 7-10 and VCE
  - Curriculum Documentation by Faculty

## EVALUATION

This policy will be reviewed every 3 years by the Principal and Principal Team to confirm/enhance internal control procedures.

## POLICY REVIEW AND APPROVAL

| Policy last reviewed | August 2023 |
|---|---|
| Consultation | Principal |
| Approved by | Principal |
| Next scheduled review date | August 2026 |