



# Drouin Secondary College

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## Curriculum Framework

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### PURPOSE

The purpose of this framework is to outline Drouin Secondary 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 of student performance, and when and how we report to parents.

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

### OVERVIEW

Drouin Secondary 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.

Drouin Secondary 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
  - Languages Education

Drouin Secondary College is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

### POLICY

Drouin Secondary College recognises and responds to diverse student needs when developing out curriculum programs and curriculum plan. Drouin Secondary College will comply with all DET guidelines about the length of student instruction time required in Victorian schools. There will be a broad offering of programs to meet demand and to enhance effective learning for the 21<sup>st</sup> century.

Preparing young people for the transition from school into further education and careers is the fundamental purpose of our senior secondary programs. Drouin Secondary College teaches a broad and rigorous academic program that

allows students to build skills and knowledge in all areas of the curriculum. The main principle of curriculum organisation will be according to specific subjects and learning areas.

- All students undertake year-long programs in English, Mathematics and Physical Education
- All students undertake science across years 7 to 10
- All students undertake all Humanities disciplines (history, geography, citizens and citizenship, economics and business), with history as a core semester learning program and elective options across the humanities.
- All students undertake at least one Arts discipline
- All students undertake all technology disciplines (design and technologies, digital technologies)
- All students undertake a language (Japanese and French)

At Drouin Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 60 -minute sessions. A breakdown of time allocated to each learning area is documented below:

**See appendix.**

### **Language provision**

Drouin Secondary College will deliver Japanese and French as a Language, based on the feeder primary schools within the region and teacher expertise. The college firmly believes that students must be provided with the opportunity to learn languages which will enhance student's intercultural knowledge, broaden their horizons and develop their general knowledge of a global world and their role within it.

### **Pedagogy**

The pedagogical approach at Drouin Secondary College is informed by academic research into what works best and FISO initiatives the High Impact Teaching Strategies (HITS). Teachers will regularly incorporate the HITS into their classes, as well as subject specific pedagogies. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

### **Assessment**

Drouin Secondary College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. Assessment and reporting are important processes that provide information about what students know and can do and to inform their future learning. It allows for identification of how well a student has learnt specific content and ensures that the student, parent/carer and teacher understand where a student is on a learning continuum at a specified period of learning.

Students at Drouin Secondary 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 Drouin Secondary 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 the Subject Unit Designs. 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.
- Drouin Secondary College 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.
- 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

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

At Drouin Secondary College progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in Terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

Progress Reports and Semester Reports will be in a written format easy for parents/carers to understand and will be accessible in digital form.

- Drouin Secondary College will report directly against the Victorian [Curriculum F-10 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).
- Drouin Secondary College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

### Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

The Curriculum Planning and Evaluation Teams are focused on planning, documenting and evaluating entire scopes and sequences, units of work, lesson plans, common assessment tasks, rubrics and assessment sheets. Each subject area will be responsible for developing and publishing scopes and sequences and unit planners for each subject studied at each year level, which match the relevant Victorian Curriculum standards and capabilities.

Teams will evaluate common assessment tasks against their intended outcomes and the Victorian Curriculum standards, the outcome of which will inform the next planning cycle. The meeting cycle across a semester and year will allow teaching staff to follow the FISO improvement cycle, as it relates to subject specific curriculum. To assist in this process, teachers will incorporate into their Unit Planners the use of Pre and post testing, as well as data trackers through our compass pulse and insights modules.

### Professional Learning Communities (PLC)

Drouin Secondary College uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

### *Performance and Development Plan (PDP) or Statement of Expectations*

The Performance and Development cycle is designed to:

- support Drouin Secondary College in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers must demonstrate evidence of achievement in the focus areas.

## **COMMUNICATION**

This policy will be communicated to our staff in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

## **FURTHER INFORMATION AND RESOURCES**

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [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](#)
- [School Hours \(including variation to hours\)](#)

## **POLICY REVIEW AND APPROVAL**

Policy last reviewed	October 26 <sup>th</sup> 2022
Approved by	Principal
Next scheduled review date	Before November 2026