



## SCHOOL CURRICULUM FRAMEWORK 2023

### PURPOSE

The purpose of this framework is to outline Thomastown 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 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

Thomastown 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.

This policy applies to all curriculum developed and implemented within the school including the many extra-curricular activities undertaken by the school.

Thomastown 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](#)
  - [Sexuality and Consent Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Thomastown Secondary College is made up of a culturally and linguistically diverse student community and as such the nature of the school's curriculum needs to address the particular issues posed by these characteristics.

The College aims to empower students to reach their personal best by providing a rich learning environment which values and supports diversity, excellence and teamwork and fosters a spirit of mutual respect and support where every student strives to achieve individual excellence while developing strong social, emotional and academic skills essential for all citizens in this global world.

Thomastown Secondary 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 Thomastown Secondary 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 within our vertical mini school structure 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 technologies to assist in student learning. Besides our mini school and strong Home Group pastoral care structure/ program 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**

Thomastown Secondary College implements the Victorian F-10 curriculum framework for Years 7 to 10 and the Victorian Certificate of Education including Vocational Education and Training (VET) at Years 11 and Years 12 and offers VCE Vocational Major (VM) and Victorian Pathways Certificate (VPC)

The school implements the F-10 framework by teaching the major disciplines in stand-alone subjects and integrating the capabilities, digital technologies and design technologies across these disciplines. The school maintains a curriculum map, describing how this is done and an overview of this is provided in Appendix B.

The school implements VCE and VET by offering as many VCE subjects as the school's resources allow. Where small numbers of students wish to pursue a VCE study not offered by the school this is arranged through distance education.

The school recognizes many students wish to pursue vocational education. Consequently, the school appoints a VET coordinator and provides financial support and special timetabling arrangements to allow students to pursue these learning pathways.

Thomastown Secondary College implements its curriculum within three vertically structured mini schools and a separate VCE unit. Core subjects are taught within each unit by unit staff, whilst specialist areas might be taught by sharing cross unit specialist staff. At Thomastown Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60 minute sessions.

Thomastown Secondary College adopts a mini school structure and a strong pastoral care program within each Unit (including VCE) to provide students with opportunities for increased connectedness to their teachers and peers. Four 60 minutes and one 50 minute Home Group sessions are held for the 7-10 students and a 60 minutes weekly session for VCE.

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 whole school, curriculum plans.

### **Language provision**

Thomastown Secondary College will offer Arabic, Vietnamese, Chinese, Japanese, Macedonian as a Language, based on student choice and staff availability.

### **Pedagogy**

The pedagogical approach at Thomastown Secondary College is based on its culturally diverse student community. Thus, the nature of the school's curriculum needs to address the particular issues posed by these characteristics.

The school expects all staff to produce and maintain quality curriculum documentation. All teachers prepare 10 week plans for all subjects they teach, set out according to the school's 10week plan template and approved variations. Teachers are expected to implement these plans in their classrooms. Ten week plans incorporate the school's pedagogical model which includes the Department's High Impact Teaching Strategies, other methods dictated by the school's strategic plan and Annual Implementation plan. Ten week plans are based on and address the key skills and knowledge as set out in the relevant curriculum framework.

Faculty leaders regularly review and update course design in response to the changing needs of the certifying authorities (VCAA), school strategic needs and student needs. This curriculum is reviewed in faculties on an annual basis.

Faculties maintain curriculum maps which illustrate how the curriculum addresses National Standards in their domains.

The Faculty Leaders committee periodically review the ten week planning structure in the light of changing school, state and student priorities.

### **VCE (REQUIREMENT)**

Teachers are required to teach to the respective VCAA study designs in their domains and secondly to subscribe to the VCAA bulletin and modify their courses in response to changes in course design initiated by VCAA.

The VCE unit Leader is required to advise all VCE teachers of major changes affecting the studies they are teaching and VCAA assessment, examination authentication and other policies as these changes occur.

The school leadership team and VCE unit leader regularly review VCE provision to ensure we address the aspirations of our students and that students are performing to the best of their ability. The administration ensures all VCE teachers have the appropriate expertise to effectively deliver the VCE curriculum they are responsible for.

### **TIMETABLING (REQUIREMENT)**

The college strives with the resources at its disposal to ensure the aims of the curriculum policy are met. This encapsulates offering a viable F-10 curriculum at years 7-10 and a selection of VCE subjects that address the career aspirations and needs of our students. The school also allocates where possible resources to programs to address the particular needs of our students. Examples would

include language programs from year 7 to 12, career education and various middle school programs. A detailed breakdown of generic hours is shown in appendix A

### **CURRICULUM DEVELOPMENT**

The school recognises both school, student and community needs are changing and therefore there is a constant need to both develop new curriculum and update old curriculum. The school also recognizes the rapid advances that are currently being made in our understanding of how people learn which exceed those research findings embodied in Departmental directives. The school therefore regularly develops new programs to accommodate these changing demands and understandings. In this way the school encourages innovation and reflection on the efficacy of current teaching practice.

Current Examples would include City Link program, Introduction to VCE and new STEAM electives at year nine.

Curriculum development is coordinated by the Faculty Leaders and overseen by the leadership team. New curriculum where possible should meet compliance demands from certifying authorities, embed the school's pedagogical model and implement the school's strategic plan where applicable. In some cases, however the school encourages the development of curriculum outside of these bounds to expand our understanding of effective teaching practice and meet other curriculum criteria such as social inclusion, community concerns, 21<sup>st</sup> century skills and in particular effectively teach some of the F-10 capabilities.

The school regularly offers new VCE subjects in response to student demand. In these cases, the school's leadership team provides the appropriate provision of professional development, staffing and compliance with the respective study designs, to ensure our students have every chance of success.

### **CURRICULUM REVIEW (REQUIREMENT)**

Changing demands from certifying authorities, the local community and students mean there is a constant need to review the adequacy of provision and the effective use of curriculum implementation.

### **F10**

The Leadership Team regularly reviews provision to ensure it complies with requirements of VCAA. They also review student performance and determine strategies and methods by which it can be improved. The school leadership team incorporates feedback from staff in formulating school curriculum policies.

Faculty co-ordinator's and teachers review provision and practice to ensure practice addresses the needs of students and secondly that students are improving their academic performance at an acceptable rate. They inform school leaders of their concerns. These in turn inform policy development, strategic plans and Annual Implementation plans at the school.

### **VCE**

The VCE Unit leader and school administration annually review VCE provision and student performance. After consultation with staff and students VCE policy and provision is modified to accommodate the interests of students, staff and certifying authorities.

## **SCHOOL STRUCTURES**

The school allocates time and budgets to various bodies in the school for the purpose of implementing, reviewing and modifying curriculum. These bodies also provide formal consultation channels for staff to shape school curriculum policy.

The school leadership team sets the broad directions for curriculum development based on the schools strategic and annual implementation plans and other critical issues which may arise from year to year.

The Faculty Leaders committee is composed of faculty leaders from all the domains taught at the school. They help shape school policy and are responsible for the implementation of these policies.

Teachers in faculties carry out the work under the guidance of Faculty Leaders. Coordinators ensure development and implementation of curriculum occurs according to the policies of the school. Staff concerns over policy are forwarded through this mechanism and minutes to the school's leadership team and Faculty Leaders committee.

## **Assessment**

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

Students at Thomastown 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 Thomastown 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 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.*
- *Thomastown Secondary College develops 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**

Thomastown Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Thomastown 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 Thomastown Secondary College there are four scheduled reporting sessions throughout the year. Parent-teacher interviews, 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.

The formal written reports are in a format easy for parents/carers to understand. They are completed twice-yearly and complemented with scheduled interviews with parents/carers and interpreters. at the end of second and fourth terms. Two further Interim reports are scheduled at each end of first and third term.

- *Thomastown Secondary 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 comparing the students's achievement to expected levels for their Year level.*
- *Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.*

## **STAFF EXPECTATIONS**

Implementation of the school curriculum policy imposes some duties on all teachers.

1. Teachers are required to attend their faculty meetings
2. Teachers are required to support the units in their area in curriculum implementation and review
3. Teachers are required to submit ten week plans which describe their actual teaching practice and meet the requirements of ten week plans set out above.
4. Teachers are required to maintain a current professional knowledge base in their areas of teaching.
5. Teachers are required to modify their practice in accordance with the requirements of this policy and school strategic initiatives.
6. Faculty leaders must ensure faculty provision complies with certifying demands and the other conditions set out in this policy.

Thomastown Secondary 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 and 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:
  - whole school curriculum plan
  - teaching and learning program for each learning area and capability
  - teaching and learning program for each year level
  - unit plans/sequence of lessons.

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2023
Consultation	Community consultation via College website – ongoing Curriculum Leader; Faculty Leaders Consultation with School Council 8 <sup>th</sup> June
Approved by	Principal
Next scheduled review date	June 2027

## Appendix A

Year 7/8		Year 9/10	
Domain	Minutes per week	Domain	Minutes per week
English	240	English	240
Mathematics	240	Mathematics	240
Science	120	Science	120
The Humanities (History/Geography)	120	The Humanities (History/Geography)	120
Languages	120	Health & Physical Education	120
Physical Education	120	Art	120
Art Semester 1	120	Introduction to VCE Languages EAL	120
Health Semester 2	120	Industry and Enterprise (Yr 10)	180
Music Semester 1	120	STEM (Yr9) Semester 1	180
Food studies Semester 2	120	HHR (Yr 9) Semester 2	180
Design/ Dance Fitness Craft/Dance/ STEAM (Term based rotation)	60		
Home Group	240	Home Group	240
TOTAL	1500 per week	TOTAL	1500 per week



## Appendix B

<b>Subject</b>	<b>Domain</b>	<b>Capabilities</b>	<b>Other</b>
Home Groups	Personal Learning	Intercultural	
Maths	Mathematics	Critical and Creative Thinking	
English	English	Ethics Intercultural Understanding	
Science	Science	Critical and Creative Thinking	
Humanities	History / Geography		
Arts	Visual Arts	All Capabilities	
Health PE	Health Physical Education		
Languages	Languages		
Food Studies	Design Technology		
<b>Mid Special Subjects</b>			
Industry Enterprise	Career	Personal and Social Learning	
Introductory VCE (Three Week Courses) Intensives	Most Domains		
Year 9 Stem		Critical and Creative Thinking	Digital Technologies