

 	<h1 style="margin: 0;">CURRICULUM FRAMEWORK POLICY</h1>
<b>Policy last reviewed</b>	October 2023
<b>Approved by</b>	Principal
<b>Next scheduled review date</b> [this policy has a recommended review cycle of 3 to 4 years]	October 2027

Each school should also have a school curriculum plan based on [this VCAA template](#) (required for minimum standards compliance) and plans at curriculum area, year level and unit / lesson levels are strongly recommended.

## PURPOSE

The purpose of this framework is to outline Nathalia 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 curriculum plans.

## OVERVIEW

Nathalia 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.

Nathalia 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](#)

Nathalia Secondary College aims to offer students the opportunity to grow through a broad and diverse range of curriculum, individualised to our cohort. The school is committed to offering a comprehensive curriculum

based on the Victorian Curriculum 7-10. In senior years, the school caters for the Victorian Certificate of Education (VCE), the VCE Vocational Major, the Victorian Pathways Certificate (VPC) as well as a wide range of Vocational Education and Training (VET) subjects. We provide all of our students with individualised options to allow students to follow their pathway, whether that be to enter to the workforce or pursue further education.

We have high expectations regarding the content we teach, the way in which we engage students in learning, and the means by which we assess students' level of understanding. The curriculum process ensures:

- A system for ongoing reflection and improvement
- A rigorous application for all curriculum components
- A consistent approach to catering for the diversity of learners
- Peer review occurs and feedback is provided on courses
- A cross-curricular student-centred approach to develop the student as a whole
- Student voice is encouraged and valued Nathalia Secondary College aims to provide a dynamic learning culture that promotes rich learning experiences in a wide range of curriculum areas, both in the classroom and within the wider school community.

## IMPLEMENTATION

Nathalia Secondary College implements its curriculum. At Nathalia Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 50-minute sessions.

Nathalia Secondary College adopts a home room structure to provide students with opportunities for increased connectedness to their teachers and peers. Home room classes are held every morning for 5 minutes and extended home room once per week for 40 minutes. On this day the remainder of students learning is broken into 6 x 45 minute sessions to accommodate extended homeroom.

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 area, year level and unit curriculum plans.

### Language provision

Nathalia Secondary College will deliver Auslan as a Language, based on our commitment to inclusivity and equity, ensuring that all students, including those in our cohort who identify as hard of hearing, have the opportunity to communicate effectively and participate fully in our school's curriculum.

### Pedagogy

The pedagogical approach at Nathalia Secondary College

We are committed to an inclusive, student-centered pedagogical approach aligned with FISO 2.0. Grounded in the Victorian teaching and learning model, our educators employ differentiated instruction, formative assessment, and authentic tasks to meet diverse learning needs. Subject-specific strategies, such as inquiry-based learning in sciences and Socratic seminars in humanities, are integrated seamlessly. Feedback-rich environments, collaborative projects, and digital resources further enhance engagement and achievement. Through ongoing professional development and strong community partnerships, we ensure a dynamic learning environment that nurtures critical thinking, resilience, and a love for lifelong learning.

## Assessment

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

Students at Nathalia 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 Nathalia 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.
- 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

Nathalia Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Nathalia 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 Nathalia Secondary College:

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.

- Example School 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).
- Example School 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.

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>	Atlas Leadership meetings	Curriculum Coordinator Leadership team	Annual
<b>Curriculum Areas</b>	Atlas KLA meetings	Curriculum Coordinator KLAs	Term
<b>Year levels</b>	Atlas KLA meetings	Curriculum Coordinator Junior and senior school leaders	Term
<b>Units and lessons</b>	Atlas / Simon Individual teachers and KLAs	Curriculum Coordinator Classroom teachers	Term

## Review of teaching practice

Nathalia 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 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 \(including variation to hours\)](#)