

# CURRICULUM FRAMEWORK POLICY

## PURPOSE

The purpose of this framework is to outline Heywood Consolidated School'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 and unit/lesson curriculum plans.

## OVERVIEW

Heywood Consolidated School 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.

Heywood Consolidated School 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](#)

Heywood Consolidated School aims to:

- To support the social, personal and academic growth of all students to develop meaningful and respectful relationships, as well as being curious, independent individuals, who are active and engaged in their development.
- To be a highly valued and respected asset to our community, by striving for success for our students now and into the future, who are proud of their opportunities and connections created through Heywood Consolidated School.
- To provide a safe, secure, supportive learning environment, with a welcoming and inclusive atmosphere, which creates a sense of belonging for all, where each person is valued and respected.

Heywood Consolidated School's mission is to learn together grow together.

Heywood Consolidated School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership

between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. 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 Heywood Consolidated School 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**

Heywood Consolidated School implements its curriculum based on the Victorian Curriculum, including specialist areas of Visual Arts, Physical Education, Music, STEAM, Science, LOTE: Aboriginal Language: Gunditjmara Culture and Language in Schools program. At Heywood Consolidated School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

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, and unit/lesson curriculum plans. [Template curriculum plans are available on the [VCAA website](#), including whole school, year level and curriculum area plans. These include both plans structured by bands of schooling and plans structured to support integrated teaching models]

### **Language provision**

Heywood Consolidated School will deliver Aboriginal Language: Gunditjmara Culture and Language in Schools program as a Language, based on our local aboriginal community and in partnerships with other local network schools who have work with Gunditj Mirring Traditional Owners Aboriginal Corporation, the local Traditional Owners of Gunditjmara country.

### **Pedagogy**

The pedagogical approach at Heywood Consolidated School is that student learning and wellbeing is at the heart of our education journey. Through understanding the student as a whole (both learning and wellbeing) we are able to cater for all students to become happy, healthy, and resilient; successful lifelong learners; and active, informed members of just and sustainable communities. We have created instructional models based on current learnings and research in Literacy and Numeracy to support all students achieving success at their learning needs.

### **Assessment**

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

Students at Heywood Consolidated School 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 Heywood Consolidated School 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 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.
- Heywood Consolidated 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**

Heywood Consolidated School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Heywood Consolidated School 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 Heywood Consolidated School implements the [Reporting Student Achievement and Progress Foundation to 10](#) policy by provided parents/carers and students semester reports twice per week. Parents/carers can discuss the school report with teachers at any time to gain a greater understanding of their student's progress. The report will be in a written format easy for parents/carers to understand to cater to our school community.

- Heywood Consolidated 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers.

Three Way conferences involving classroom teachers, students and parents/carers/guardians to enable the opportunity to discuss the students' progress and how they can continue to be supported at home.

### **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	The review of our whole school curriculum map is completed at the end of each year.	Principal and SIT: Learning	Annually
Curriculum Areas	Yearly overviews are reviewed as part of their teaching practice in reflection within PLCs.	PLCs	Annually

<b>Year levels</b>	Teacher reviews and adjusts their level-specific planning documents for all curriculum areas.	Teacher	Each term
<b>Units and lessons</b>	Reflections by classroom teacher based on student feedback and learning achieved.	Teacher	Daily and weekly.

### **Review of teaching practice**

Heywood Consolidated School 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 \(including variation to hours\)](#)

### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	August 2024
Approved by	Principal
Next scheduled review date	August 2028