CURRICULUM FRAMEWORK POLICY

Purpose

The purpose of this framework is to outline Charles La Trobe 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

Charles La Trobe 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.

Charles La Trobe 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

Charles La Trobe College aims to meet its Vision for Young People which states:

"Young people feel connected to our school and take pride in being a student here. They develop into inquisitive, literate and numerate life-long learners with a strong sense of community.

"We deliver a rich curriculum that motivates students to be engaged in their academic learning. Student data is used to inform and support both academic and wellbeing needs.

"We provide a nurturing learning environment that inspires high academic expectations and prioritises health and wellbeing to ensure each student feels safe, valued and respected as an equal member of our school community.

"Our motto is 'to strive, to seek, to excel.' We encourage all our students to strive to achieve their personal best, to seek new knowledge and skills, and to excel in their areas of special interests or talents."

Implementation

Charles La Trobe College implements its curriculum through the provision of the Victorian Curriculum at Years Foundation to Year 10, and through the Victorian Certificate of Education (including the VCE Vocational Major) at Years 10 to 12.

At Charles La Trobe College class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 5 x 60 minute sessions.

Charles La Trobe College adopts a REAl Ed Year-level based structure to provide students with opportunities for increased connectedness to their teachers and peers. These classes are held each week on average 1.5 hours per week.

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 / lesson curriculum plans.

Language provision
Charles La Trobe College will deliver Auslan as a Language, based on the presence of DE Deaf Facility in the La Trobe Campus Secondary Area.
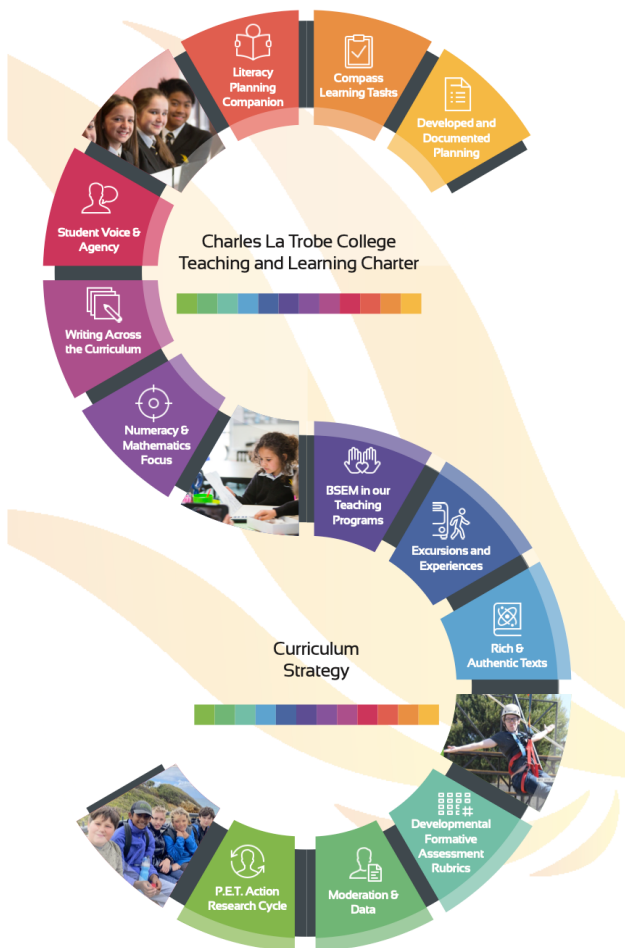
Pedagogy
The pedagogical approach at Charles La Trobe College is reflected in the College Teaching and Learning Charter and supported by the Curriculum Strategy (2024 to 2027).

Assessment
Charles La Trobe College assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Charles La Trobe 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 Charles La Trobe 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.
- Key and Core Assessment Tasks are developed in Compass Learning Tasks, and include the deployment of Benchmark Assessments in Term 1 each year in Secondary Years.
- 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 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

Plans online in the relevant OneNote folders. 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.
- Charles La Trobe College develops Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Disability Inclusion (DI), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers 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

Charles La Trobe College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Charles La Trobe 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 Charles La Trobe College we provide a report to families which is in a written format easy for parents/carers to understand and is accessible in digital form through the schools' Compass P{ortal. On request families may have the report translated from English to another language.

- Charles La Trobe College reports 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 and/or school leaders is organised at least once per year for all students. Families may request a discussion conference at other times during the year. These parent-teacher-student 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.

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	School Improvement Team once every three or four years. Time allocated – One Term	Principal, curriculum leaders	One Term
Curriculum Areas	Subject based PLC teams once every two or three years Student Voice persued	Curriculum Leaders, teachers	One Term
Year levels	Done as part of of Whole School Review		
Units and lessons	Annually in Subject PLC and Year Level Teams based on Units of Learning	Curriculum Leaders, teachers	Ongoing

Review of teaching practice

Charles La Trobe 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)

- This policy should be read alongside:
    - whole school curriculum plan
    - teaching and learning program for each learning area and capability (OneNote)
    - teaching and learning program for each year level (OneNote)
    - unit plans/sequence of lessons (OneNote)

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2024
Approved by	Andrew Robertson
Next scheduled review date	May 2025

Appendix A – Curriculum Provision

La Trobe Primary

Prep to Year 3 - Subject / Curriculum Area	Time in Hours per week (averaged for One Year)	Year 4 to Year 6 - Subject / Curriculum Area	Time in Hours per week (averaged for One Year)
English & Literacy	12	English & Literacy	10
Mathematics & Numeracy	5	Mathematics & Numeracy	7
Science	1.5	Science	1.5
Humanities	1.5	Humanities	1.5
Health & PE	2	Health & PE	2
The Arts	1	The Arts	1
Technology	1	Technology	1
Languages – Auslan	1	Languages – Auslan	1
Total	25		25

Olympic Village PS

Prep to Year 3 - Subject / Curriculum Area	Time in Hours per week (averaged for One Year)	Year 4 to Year 6 - Subject / Curriculum Area	Time in Hours per week (averaged for One Year)
English & Literacy	12	English & Literacy	10
Mathematics & Numeracy	5	Mathematics & Numeracy	7
Science	1.5	Science	1.5
Humanities	1.5	Humanities	1.5
Health & PE	2	Health & PE	2
The Arts	1	The Arts	1
Technology (STEM)	1	Technology (STEM)	1
Tech & Health (Kitchen Garden)	1	Tech & Health (Kitchen Garden)	1
Total	25		25

La Trobe Secondary – Years 7 to 10

Year 7 & 8 - Subject / Curriculum Area	Time in Hours per fortnight (averaged for One Year)	Year 9 & 10 - Subject / Curriculum Area	Time in Hours per fortnight (averaged for One Year)
English	9	English	9
Mathematics	9	Mathematics	9
Science	5	Science	5
Humanities	5	Humanities	5
Health & PE	5	Health & PE	5
The Arts	5	Elective 1	5
Technology	7	Elective 2	5
Languages – Auslan	3	Elective 3	4
Respectful Relationships / REAL Ed	2	Respectful Relationships / REAL Ed	3
Total	50		50

La Trobe Secondary – VCE & VCE VM

VCE - Subject / Curriculum Area	Time in Hours per fortnight (averaged for One Year)	VCE VM - Subject / Curriculum Area	Time in Hours per fortnight (averaged for One Year)
VCE English or EAL	8	VM Literacy	8
VCE Subject 2	8	VM Numeracy	8
VCE Subject 3	8	VM Personal Development	8
VCE Subject 4	8	VM Work Related Skills	8
VCE Subject 5	8	VET VDSS	10 approx
VCE Subject 6 (Y11 Only)	8	VCE Subject (Optional)	8
VCE Excellence / RRRRiS	2		
Total	50		50

The Pavilion School – General Provision

Prior to VCE VM - Subject / Curriculum Area	Time in Hours per week (averaged for One Year)	VCE VM - Subject / Curriculum Area	Time in Hours per week (averaged for One Year)
Literacy	5	VM Literacy	4
Numeracy	4	VM Numeracy	4
Personal Development	3	VM Personal Development	3
Work Related & Carers	2	VM Work Related Skills	3
Additional Arts Program	2	VET VDSS	5-8
Koori Program	1	Additional Friday Program	2
Additional Friday Program	1-3	Koori Program	1

		LTU Prepare	2