



CRANBOURNE WEST
SECONDARY COLLEGE

POLICY

CURRICULUM FRAMEWORK

RATIONALE

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Cranbourne West Secondary College works diligently to get the best from our students.

To achieve this, we provide sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum. Each year the school will map out its curriculum offerings in the Secondary Handbooks (Year 7, Year 8, Year 9, Year 10 and Senior School).

Cranbourne West Secondary School is a Supported Inclusion School, which will model excellence in inclusive education in its school culture, leadership and teaching practices. The overarching objective of Supported Inclusion School's is to operate as exemplar mainstream schools that practice quality inclusive education practices, including the provision of assessment, curriculum and pedagogy that is rigorous and accessible for all students, free of discrimination.

Cranbourne West Secondary College is resourced to recruit, and build the capability of, specially qualified staff who are adept at identifying students' achievement in relation to the Victorian curriculum. Teachers require the skills to cater for all learners and the multiple entry points and pathways for individuals and groups of students, including making adjustments for students with disabilities and additional learning needs.

This policy will be reviewed as part of the school's inclusion schools self-assessment.

Cranbourne West Secondary College will meet the VRQA Requirements with:

- An explanation of how and when curriculum and teaching practice will be reviewed (listed within this policy)
- Whole School Curriculum Plan
- Whole School Curriculum & Assessment Map
- Facilities – Resources (Classrooms / Buildings)
- A documented strategy to improve student learning outcomes (listed within this policy)

CURRICULUM GUIDELINES

Cranbourne West Secondary College recognises and responds to diverse student needs when developing our curriculum programs and curriculum plan.

Cranbourne West 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 21st century.

Preparing young people for the transition from school into further education and careers is the fundamental purpose of our senior secondary programs. Teaching and learning programs will be resourced through Program Budgets.

Cranbourne West Secondary College will teach 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. The school will provide a broad, learning area based curriculum in years 7 and 8 which covers all of the eight key learning areas. Year 9 and 10 will provide students with opportunities to focus their learning pathways through electives and students have opportunities to study subjects which cover all of the eight key learning areas consistent with VCAA advice (see Whole School Curriculum Plan year 9 and 10 note regarding the Revised Curriculum Planning and Reporting Guidelines for pathways stage years 9 and 10). Students will then move into the senior years of education in years 11 and 12 through study of the VCE or VCAL. There will be opportunities for students to accelerate in their learning. The teaching of literacy and numeracy will be incorporated in all learning areas at all year levels as part of regular teacher practice.

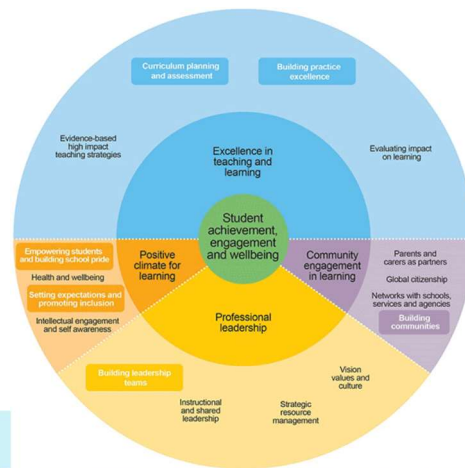
PROGRAM DEVELOPMENT

Cranbourne West Secondary College provides a variety of programs that address the specific needs of students in relation to their interests, pathway goals, gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:

The FISO is made up of three elements:

- the Improvement Cycle
- the Improvement Model, including six high-impact Improvement Initiatives, and
- the Improvement Measures.



FISO Improvement Cycle

The Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. Our School uses the Improvement Cycle to: self-evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our activities, outcomes and plan for improvement.



FISO Improvement initiatives

The six Improvement Initiatives are:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Empowering students and building school pride
- Setting expectations and promoting inclusion
- Building communities.

As a new school our 2021 – 2022 Annual Implementation Plan (AIP) will focus on:

- Excellence in Teaching and Learning - Building Practice Excellence
- Positive Climate for learning - Setting expectations and promoting inclusion

Endorsement of our school's first AIP by the principal, Senior Education Improvement Leader (SEIL) and School Council President will be obtained within the first term of the school's operation.

The Victorian Curriculum is used as a framework for curriculum development and delivery from Year 7 to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) is used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.

We ensure compliance and quality assurance requirements to AQTF Standards in delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs. In developing our Curriculum Plan, the College will provide at least 25 hours of student instruction per week.

Program Implementation

Literacy and Numeracy Leaders; the Curriculum Committee and the PCO team will collaborate and determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year. To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and additional resources will be used.

The DET requirements related to the teaching of Languages and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's Policy Advisory Library 'Using Digital Technologies to Support Learning and Teaching' and our local policies.

Curriculum leaders will be required to develop scope and sequence, full unit documentation to curriculum frameworks- Victorian Curriculum / VCAL / VCE; including Rubric documentation.

General Organisation

Students will be organised into classes called Home Groups. The Home Group will be made up of a broad mix of students from the same year level. The Home Group teacher will teach that group of students for Home Group (8 minutes each morning) and at least one subject. The Home Group students will follow the same timetable, except in instances where:

- an individual student's ILP may require them to be withdrawn at certain periods of time
- a student or group of students is participating in an extracurricular activity or special event
- a group of students are withdrawn to support accelerated learning.

Whilst all year levels from 7 - 12 will have a Home Group and Home group teacher, as the students move through the stages of schooling into the Middle and Later years of education, they will have less classes with only students from their Home Group.

By organising through Home Groups students have a significant adult responsible for their academic and social well-being that they meet with each day. This leads to stronger relationships and connectedness to the school, which in turn supports student learning.

Timetabling principles

Cranbourne West Secondary College will have a timetable which operates from the following academic research and effective learning principles:

- *Spaced practice is more effective than massed practice* - more frequent, regular contacts leads to better outcomes for student learning. In practice this means that the use of double periods in the timetable will be restricted to practical classes.
- In 7 - 9 education, *a smaller group of teachers leads to better outcomes for students*. In practice this means that many teachers will teach a Home Group for more than one subject, allowing the consolidation of relationships, less movement between classes and more ability to link concepts and skills across subject areas.
- *Maximising learning time*. The 60 minute period structure allows enough time for lessons to be planned and carried out with time for reflection and consolidation of learning, without dragging on for too long. It also allows for less teaching time after lunch, which academic research point out is generally less productive.

The timetable runs on a 5 day model, which allows enough flexibility to meet these principles.

Subject based curriculum

The delivery of the Victorian Curriculum F-10 will be through a subject based curriculum. This reflects the idea that subject or discipline based teaching and learning programs are delivered from a point of deep knowledge of content, skills and subject specific pedagogy. This allows deeper learning on the subject level, but also a deeper starting point for cross curricular teaching. A key feature of the school's curriculum will be in its approach to academic rigour.

A significant amount of time will be spent in the development of learning tasks that encourage higher order thinking and deep learning. Similarly, there will be a focus within the curriculum on literacy and the use of literacy teaching strategies to promote effective engagement in subject based learning. Literacy and Thinking are whole school priorities and will be evident in each subject area.

Our whole school Victorian Curriculum plan sets out the organisation and allocation of time for each of the learning areas and capabilities and our whole school timetable clearly shows how this will be implemented on a weekly basis. (See appendices)

In terms of time allocation to different subject areas, English and Maths are the clear priority, receiving 5 hours a week each of instruction in year 7. Core subjects of Humanities, Science, receive three hours of instruction per week and Languages (Japanese) and PE/Health receive 2 hours of instruction per week. Students in year 7 rotate on a semester basis between Technology and Arts subjects and complete 4 hours a week.

Practical subjects including Technology, Arts and PE Health will have a double period per week to support practical sessions.

Information and Communications Technologies (ICT) will be taught as both a distinct subject and integrated across the curriculum - being utilised in all subject areas to support learning.

Special Curriculum Focus Area

Cranbourne West Secondary College has a purpose built, state of the art Science and Technology learning centre as part of its facilities. As such the school will have

a special focus on Science and Technology within the curriculum. In its foundation years, this has formulated the curriculum approach and time allocation, with significant curriculum time being allocated to Science and Technology subjects. Where possible teachers in these areas will establish cross curricular focuses, to enhance student learning. Teachers in these areas will also establish whole school competitions that link to the curriculum. It is envisaged that in future years a Science acceleration program will be developed, that allows students to be enriched further in their Science education and accelerate their learning into the VCE years.

Learning Program - Supported Inclusion School

Students within the Supported Inclusion program will be predominantly taught within their Home Group classes with mainstream students. This principle will be followed as much as is practicable, considering each individual students needs and Individual Learning Plan.

As such, in the development, teaching and assessment of curriculum, teachers will be guided by the Victorian Curriculum, inclusive of Levels A-D and 7 to 10.

Individual students and/or targeted student cohorts will receive explicit instruction matched to their functional needs, in addition to universal academic and behavioural supports. Some students will require an entire differentiated curricula pathway; others will require the curriculum delivered using alternative instructional strategies. Student Support Groups (SSGs) will be the mechanism for identifying and implementing any student adjustments required. In addition, staff will be supported with building their capabilities in specialist expertise, such as instructional strategies and curricula modifications and accommodations via regular Professional Learning Communities (PLC's) and a school-wide culture of observation, coaching and feedback.

As a Supported Inclusion School, Cranbourne West Secondary College operates by the Supported Inclusion School Operational Manual, which further details curricula and pedagogical considerations.

Assessment

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.

Assessment is evidence based and may include;

- **ABLES Abilities Based Learning and Education Support** will support classroom teachers to place students on the developmental continuum of learning.
- **The Insight Assessment Platform** is an Education State initiative aimed at helping teachers assess the progress of all learners and support more targeted teaching practices. The Platform supports high-quality assessment practices and provides teachers with specific information to target the learning needs of students through its comprehensive data analytics and instrument reporting capabilities. Students' assessment data can be reviewed by teachers for diagnostic, formative and summative assessments.

Student Support Group Meetings

The Student Support Group considers the student's future aspirations and sets long term and short term educational goals.

The Student Support Group will meet as a minimum once a term, to develop an Individual Learning Plan for PSD funded students.

The Student Support Group will consist of: The parents/carers of the student, the Home Group teacher (or one of the student's classroom teachers), the Inclusion coordinator (or delegate), a member of the Principal class (or delegate). The SSG will usually include the student. The SSG may also include a student's advocate such as a case worker, a health professional, psychologist etc.

- The aims of the Student Support Group are to:
 - ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
 - plan reasonable adjustments for the student to access the curriculum
 - provide educational planning that is ongoing throughout the student's life
 - monitor the progress of the student.
- The Student Support Group is responsible for:
 - identifying the student's needs
 - determining any adjustments to be made to the curriculum, teaching and learning
 - planning an appropriate educational program
 - developing an Individual Learning Plan (ILP)
 - discussing the plan with teachers and providing support to implement the learning plan
 - providing advice to the principal concerning the additional educational needs of the student and what may be required to meet these needs
 - reviewing and evaluating the student's ILP once per term, and at other times if requested by any member of the group.
 - Evaluating and assessing the student's progress against the Victorian Curriculum, inclusive of Levels A-D and Year 7 to 10.

Inclusive practices - ILPs

The inclusive practice principles above will be applied across the whole school for all students with identified needs - outside of the regular PSD programs. Students with identified needs in their learning will undertake the SSG planning process on an as needed basis, with timelines for planning and review being identified on a case by case basis.

Student Wellbeing and Learning

- Cranbourne West Secondary College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:
- Providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- Providing a flexible, relevant, inclusive and appropriate curriculum.

- Accommodating student developmental needs within the Victorian Curriculum

Cranbourne West Secondary College has zero tolerance for child abuse.

Koorie Education

Cranbourne West Secondary College is committed to providing culturally appropriate and inclusive programs to Koorie students, via:

- Working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community.
- Supporting the development of high expectations and individualised learning for Koorie students. Creating an environment that respects, recognises and celebrates cultural identity through practice/curriculum.
- Implementing initiatives / programs that meet student needs and in partnership with the Koorie community.

PEDAGOGICAL APPROACH

Cranbourne West Secondary College will take a pedagogical approach that 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.

In the foundation year of the school, staff and students will work collaboratively to develop a Teaching and Learning Model (TLM), which best articulates what highly effective teaching practice looks like both a teacher and a student. Importantly, the TLM will include language and direction for students to use to describe the various aspects of the lesson. This will provide not only consistency of best practice across classrooms, but also a common, shared language of learning within the school. By giving students access to the language of learning, we will develop the preconditions for student agency and efficacy in their own learning.

As part of their Performance and Development, teachers will be expected to provide evidence of planning and use of the model. During PLT and Curriculum Meetings, teachers will be expected to justify their pedagogical decisions with regard to academic research, the HITS and the TLM.

A particular planning emphasis on academic rigour. This refers to the quality of the task, not the amount of work students are expected to complete. The focus will be on providing students with tasks that promote higher order thinking and the ability to apply their knowledge and skills across curriculum areas.

The Pedagogical approach will be supported by professional learning sessions for teachers. Discussion of Teaching and Learning and the TLM will become part of regular practice for teachers as well as discussed at assemblies. Students will be encouraged to discuss the TLM with their teachers in relation to their own learning and at Parent Teacher Interviews.

TEACHING AND LEARNING EVALUATION AND REVIEW

Curriculum Planning and Evaluation Teams

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 (Guttman charts).

Professional Learning Teams - PLTs

Professional learning Teams will have a Literacy and numeracy focus. Teachers from across all Curriculum Areas will regularly meet to explicitly plan for literacy and numeracy teaching within their discrete subject areas. Teachers will share practice within their own subject areas and collaboratively choose literacy and numeracy strategies to trial and evaluate over a single inquiry process. Teachers will follow the FISO improvement cycle in PLT's but with a specific Literacy and numeracy focus. The PLTs will also examine best practice in EAL and ICT to support this focus.

Student Support Groups

SSGs will form a large part in evaluating the effectiveness of Individual Learning Plans for PSD funded students, students with ILPs and other at risk students. These meetings will occur once a term as a minimum and be attended by the student, a relevant person, a classroom teacher, member of the leadership team and a member of the inclusion staff. Each meeting will evaluate the effectiveness of interventions and strategies from the current cycle and be used to inform future planning.

Supported Inclusive Staffing

Cranbourne West Secondary College is resourced to recruit, and build the capability of, specially qualified staff who are adept at identifying students' achievement in relation to the Victorian curriculum. Teachers require the skills to cater for all learners and the multiple entry points and pathways for individuals and groups of students, including making adjustments for students with disabilities and additional learning needs.

Cranbourne West Secondary College consider the following points when recruiting staff:

- Detail the school's operation as a Supported Inclusion School, its commitment to inclusive education, and its practice and pedagogy for achieving inclusion in the school profile section of recruitment advertisements
- In relevant recruitment processes, include a selection criterion that focuses on inclusion and/or education of students with disabilities, in compliance with the Ministerial Order and Department Recruitment Policy
- Follow the Department's induction guidelines, which may demonstrate the school's commitment to inclusive education and professional learning for all staff to foster an inclusive, best practice culture.

Cranbourne West Secondary College consider the advice to support staff professional learning and development:

- Seek opportunities for the roll-out of school-wide professional learning on inclusive education
- Make a specific commitment to inclusion, and actions to support it, a feature of the professional development plans for staff
- Support for 'in the classroom' professional learning in inclusive education, such as team teaching, mentoring, peer observation and professional coaching from learning specialists
- Support for 'beyond the classroom' professional learning in inclusive education, such as access to experts at staff meetings, group critical reflection, and formal courses/programs.

A range of learning data will be analysed at the leadership team level and will inform the direction of PLTs, and curriculum planning and evaluation teams. This data may include OnDemand, PAT Literacy and Numeracy, work submission grades, School Information Portal data and Panorama reports.

Whole school data sets - NAPLAN, Victorian Curriculum teacher judgements, Student attitudes to school and Staff opinion survey results will be reviewed and inform the development of the AIP and measure the impact of the School Strategic Plan.

Data will also be used to determine student support options for at risk students. This data will inform decisions about whether or not individual students require a Student Support Group and Individual Learning Plan, provision of extra teaching support and/or referral for further assessments.

As the Leadership team reviews whole school data over time and evaluates the AIP and SSP, this will inform decision making about teaching, support and leadership needs and subsequently the leadership structure of the school.

Evaluating and Reviewing Teacher Practice

Cranbourne West Secondary College will have a powerful professional learning culture, based on the idea that: "If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve" Dylan William University of London.

Staff at the school will maintain a professional approach to their work at the school. The school will develop a culture of professional learning where collegial observations, walkthroughs, coaching, data and academic research are commonly used to improve practice. As such, evaluating and reviewing teacher performance through the Performance and Development process will be underpinned by the use of high level evidence to demonstrate improvement, such as observations, coaching records, data analysis, PLT records and Curriculum Planning and Evaluation Team records.

REPORTING ACHIEVEMENT

Formal Written Reporting

As per Department policy, formal written reports will be released twice each year. The reports will contain semester based data. Students will receive reports and be formally assessed for three different aspects of their learning:

- overall achievement and growth against the Victorian Curriculum 7-10 standards
- behavioural expectations, values, character, attendance and work effort
- common assessment tasks (CATs)

The reports will also contain written descriptors of what the student has achieved and areas for improvement. Formal written reports may include details of a student's Individual Learning Plan. The report will be accessible in digital form with the option to translate text from English to another language, to cater to our diverse school community and easy for parents/carers to understand.

The school will report directly against the Victorian Curriculum A-D and 7-10 achievement standards or, if reporting on students for whom English is an additional language, the Victorian Curriculum 7-10 EAL achievement standards.

- A five-point scale will be used when reporting on student achievement and progress.
- 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. The 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.
- Interpreting services will be made available for communicating with parents/carers who require assistance in understanding their child's achievement and progress.

Victorian Curriculum reporting

Teachers will make on balance judgements about student achievement and growth against the Victorian Curriculum A-D and 7-10 standards as per the assessment schedule. Teachers will use evidence of learning from across the semester to make their own balance judgements. This evidence may include observation of progress, written tasks, tests, projects etc. Student achievement will be represented by a dot marked on the reporting spectrum, displaying the demonstrated level of achievement.

Growth will be represented by a dot showing performance from 12 months prior, next to the current level of achievement. If a student's learning does not display progress in a semester of learning, or if the assessed work is of a lower standard than previously assessed, then the 12 month previous achievement dot will be the only score on the spectrum for that learning area or capability.

Behavioural Expectations

Students will be assessed by their teachers in terms of the Behavioural Expectations of the school. Teachers will use a framework to assess how regularly and effectively a student is demonstrating the school values and behavioural expectations. These assessments will be made available to parents at various times during the year as well as on the formal written reports.

Common Assessment Tasks

Grading for Common Assessment Tasks will be based on the traditional letter scale (A-E and UG). These grades reflect the achievement of the student compared to

objective indicators of the task, work samples and their relative performance against other students. Whilst the learning involved in completing a Common Assessment Task may be used to formulate a student achievement and growth level against the Victorian Curriculum, these tasks only form one aspect of that assessment.

Grades for Common Assessment Tasks will be negotiable for students on an ILP.

Additional reporting considerations for students with a disability and/or additional learning needs.

Schools are required to report on the achievement of all students including those with a disability and/or additional learning needs. Cranbourne West Secondary College will customise the student reports for students with a disability and / or additional learning need, depending on the needs of the student.

When reporting the achievement and progress for students with a personalised learning and support plan, Cranbourne West Secondary College will:

- use the full student report format they have customised or components of it
- choose a different way of reporting progress that is better suited to the individual student's needs, ensuring that all curriculum areas taught are reported on

For students with personalised learning and support planning, learning progress will be reported against curriculum area achievement standards and/or against documented learning expectations as identified in their plan.

For reporting advice relating to students with disabilities and additional learning needs with personalised learning and support planning, refer to the VCAA Students with Disabilities Guidelines. Advice and support is available at Abilities Based Learning and Education Support.

Curriculum and Teaching Practice Review

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum and VCAA requirements for VCE / VCAL. 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 College 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.

STUDENT LEARNING OUTCOMES

The College's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The College's Annual Implementation Plan will

outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12-month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used. All documents will be published on the College website annually.

Data collection

Data plays a key part in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (E.g. NAPLAN / VCE data).

The School Leadership team will track whole school data, cohort and individual data; and identify potential teaching and learning areas that require further focus.

Data analysis

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data will also be used to determine enhancement pathways, as well as student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

PANDEMIC

During a pandemic, such as the 2020 COVID-19 pandemic, government schools are required to comply with the Department's Operations Guides.

The Department updates the Operations Guides as required during a pandemic based on advice from the Department of Health and Human Services (DHHS). These Operations Guides cover procedures relating to delivery of curriculum and matters relating to students at risk.

The current COVID-19 Operations Guide includes a COVIDSafe Plan for Schools that ensures schools remain safe environments. The current Operations Guide is available on the Department's intranet.

RELEVANT DET POLICIES:

- Curriculum
- Framework for Improving Student Outcomes
- Assessment
- Using Digital Technologies to Support Learning and Teaching
- Student Wellbeing and Learning
- Students with Disabilities
- Koorie Education

APENDICIES

1. Teaching and Learning Structure
2. Facilities – Resources (Classrooms/Buildings)

REVIEW CYCLE AND EVALUATION

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APPROVED BY CWSC COLLEGE COUNCIL	NOVEMBER 2020
RESPONSIBLE FOR REVIEW	MATI AZADZOI – ASSISTANT PRINCIPAL
REVIEW DATE	NOVEMBER 2024

CURRICULUM FRAMEWORK

APPENDIX 1

TEACHING AND LEARNING STRUCTURE

Mainstream

Students in the 'mainstream' classes are those who are not enrolled in 'special interest' programs (Fusion Dance / Drama, Fusion Music, Pathways through Sport, STEM and Visual Arts and Multimedia).

At Year 7 and Year 8, mainstream classes complete all eight of the Rotation Subjects (Art, Media, Visual Communication & Design, Drama, Music, Design Technologies (Wood and Metal), Digital Technologies), as well as LOTE - Japanese.

These students have access to enhancement, intervention and acceleration programs, where appropriate, as documented below.

Literacy: Intervention and Mixed-ability

To ensure that our students all meet the national minimum standard in Literacy, English / EAL is blocked together in sets of classes between Year 7 and Year 9, this enables one EAL class and one Intervention English class to run, with the remaining classes to be mixed-ability classes.

The Intervention English classes have content and skills that are delivered in a way that is more accessible to students who are below-level, as well as having smaller class sizes. The content and skills that are taught have the same breadth as the mixed-ability English classes.

The EAL classes cover content and skills as outlined in the EAL Curriculum, to students who meet the requirements for EAL classes.

The mixed-ability English classes are adequately preparing students for the VCE English pathway or the VCAL Literacy pathway.

Literacy: Reading Acceleration

Students who are at risk of being below the national minimum standard in Literacy also have access to the Accelerated Reading program. The Accelerated Reading program runs between Year 7 and Year 8 in place of LOTE, and in Year 9 in place of one of the elective subjects. The Accelerated Reading Program makes use of the Fountis and Pinnell reading program to ensure that students who are below-level in reading can make the necessary improvements to access their education in the senior years of their education.

Numeracy: Enhancement / Mixed-ability

To ensure that our students have the best preparation for their senior maths pathways (Specialist Maths / Maths Methods / Further Maths / VCAL Numeracy) Maths is blocked together in sets of classes between Year 7 and Year 9, this enables one advanced maths class to run, with the remaining classes to be mixed-ability classes.

The advanced maths classes delve deeper into the skills and knowledge that are required for Specialist Maths and Maths Methods, whilst adequately preparing students for Further Maths and VCAL Numeracy. The mixed-ability classes have the same breadth of study, but do not delve as deeply into all areas of content. This ensures that all students have access to a maths pathway that caters to their individual needs.

From Year 10, students who are pursuing VCE Specialist Maths and / or VCE Maths Methods are placed in the same Home group so that they can continue to build the requisite knowledge and skills required for success in these subjects.