

Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact

www.seymourcollege.vic.edu.au .

PURPOSE

The purpose of this framework is to outline Seymour 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 Tier One (Yearly), Tier Two (termly/unit) and Tier Three (weekly) curriculum plans.

OVERVIEW

Seymour 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.

Seymour 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](#)

Seymour 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 Seymour 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 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.”

Seymour College provides continuity of learning for students from foundation to year 12 in both the mainstream and inclusive education sectors through its instructional model. The college also embeds the Berry Street Education Model, School Wide Positive Behaviour Supports and the Resilience, Rights and Respectful Relationships curriculum as part of our curriculum framework.

IMPLEMENTATION

At Seymour College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 60-minute sessions.

- F-6 students are placed in flexible learning spaces and composite year level groupings. Straight Foundation grades are a priority if numbers allow.
- Inclusive education students are placed in classes according to their specific developmental needs.
- Year 7 and 8 students will be organised into form groups and will remain together studying core subjects including English, Maths, Humanities, Science, Health and Physical Education and Art. Electives are offered as part of the Year 7 and Year 8 Technology rotation.
- Year 9 students are in core groups for English, Humanities, Science, Health and Physical Education. Students are grouped in Mathematics. They are offered electives in Art, Technology and PE.
- Year 10 students have the opportunity to select elective subjects in addition to their core studies of English, Science, Health and Physical Education and Humanities. Students are grouped in Mathematics. They may also undertake Victorian Certificate of Education (VCE) or Major (VM) studies.

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 Tier One, Tier Two and Tier Three curriculum plans.

Language provision

Seymour College will deliver Auslan as a Language, based on our belief that being part of a college with both a mainstream and an inclusive education sector it is important to both model inclusive practices and provide the opportunities for students to communicate effectively with their peers.

Pedagogy

At Seymour College the gradual release of responsibility model underpins teaching and learning in all sectors. This approach ensures that students are exposed to explicit modelling or think aloud of a strategy or skill, followed by guided instruction as students gain competency. Students then have the opportunity to engage in collaborative learning before being able to apply a strategy or skill independently.

Teachers are expected to follow the Seymour College Instructional Model. This model is a research based approach to teaching and learning based on the work of Hattie (2009) and is in alignment with the expectations of the Department of Education and Training Victoria. The model provides opportunities for the High Impact Teaching Strategies to be embedded throughout the lesson.

Assessment

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

Students at Seymour 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 Seymour 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.
- Seymour College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students, EAL 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

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

Seymour College reports 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.

- Seymour 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 (where applicable).
- Seymour College 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
Tier One	Yearly planners are developed outlining the units of work to be undertaken through out the year. They are audited against the curriculum to ensure all topics are covered and adequate time is provided to teach them.	Primary ~ Assistant Principal Inclusive ~ Assistant Principal Secondary ~ Leading Teachers	In term four of each year for the following year.
Tier Two	Term and unit planners are developed within teaching teams. The planning is supported by a leading teacher or unit leader as required. Curriculum descriptors are included in the planning to ensure compliance with the curriculum. In the primary sector inquiry based subjects are delivered over a two year cycle. Curriculum mapping documents ensure all curriculum descriptors are covered during these cycles.	Primary ~ Assistant Principal, unit leaders and classroom teachers Inclusive ~ Assistant Principal and classroom teachers Secondary ~ Leading teachers, unit leaders and classroom teachers	Termly
Tier Three	Weekly planners are developed collaboratively and differentiated to the needs of the individual classroom.	Unit leaders and classroom teachers	Weekly

Review of teaching practice

Seymour 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 \(including variation to hours\)](#)
- Planning documents are located in Office 365 Teams.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	23 August 2023
Approved by	Principal and School Council
Next scheduled review date	August 2027

Child Safe Standards

"Victorian government schools are child safe environments. Seymour College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The College's Child Safety Code of Conduct is available on the school's website."