



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the college via email ([Kyabram.P12@education.vic.gov.au](mailto:Kyabram.P12@education.vic.gov.au)) or phone (03 5851 2100).

## PURPOSE

The purpose of this framework is to outline Kyabram P-12 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, learning area scope and sequence, unit and lesson plans.

## OVERVIEW

Kyabram P-12 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.

Kyabram P-12 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](#)

At Kyabram P-12 College, we believe the relationship between teaching and learning is fundamental to providing a holistic and meaningful education to all students. We know that by

truly understanding how our students learn, we are able to plan for and deliver rich learning sequences which empower students to demonstrate their learning in a way that showcases their understanding. At Kyabram P-12 College, all years of schooling focus on nurturing students as lifelong learners, equipping them with the skills to live and thrive independently in the post-school world. Teachers consider the whole learner, building supportive teaching and learning relationships with all students and ensuring our teaching and learning programs allow for all students to achieve and succeed at their point of need.

*"Kyabram P-12 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 Kyabram P-12 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."*

## IMPLEMENTATION

Kyabram P-12 College implements its curriculum aligned with the requirements of the Victorian Curriculum, the Victorian Certificate of Education and the Registered Training Organisation requirements of Vocational Education and Training certificates.

At Prep to Year 2, students focus their learning on four Learning Areas and one Capability of the Victorian Curriculum; English, Mathematics, the Arts, Health and Physical Education and the Personal and Social Capability. From Years 3-8, students broaden their focus to encompass all eight Learning Areas and four Capabilities within the Victorian Curriculum. In Years 9-10, students are able to access each Learning Area, while making individual pathways decisions in order to target their learning to specific future pathways.

In Years 11 and 12, students may elect to complete either the Victorian Certificate of Education, or the Victorian Certificate of Education – Vocational Major, while also accessing internally provided or externally accessed Vocational Education and Training programs.

At Kyabram P-12 College, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 5 x 55-minute sessions, plus 25 minutes of a pastoral care program daily.

Kyabram P-12 College adopts Check-in, Connections and Amplify program to provide students with opportunities for increased connectedness to their teachers and peers. Students meet in their group twice per day for 10 and 15 minutes respectively, with one extended 55 minute session once 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, learning area scope and sequence, unit and lesson plans.

### **Language provision**

Kyabram P-12 College will deliver AUSLAN as a Language, based on availability of staffing and accessibility of cognitive requirements for this language option.

### **Pedagogy**

In Years Prep to Six, each morning students engage in a literacy workshop. They work collaboratively, with their teacher and peers, to explore rich literature and apply strategies which help them to interpret texts and convey their own ideas, meaningfully. They draw on their prior knowledge and apply their new thinking to authentic scenarios, ensuring their language skills developing proficiently. Students and teachers discuss their thinking in depth, considering and building upon all perspectives in the classroom. They work together to identify learning goals and strive for growth during each session. Students are given choice and agency over their learning, making valuable decisions about the literature they consume, authentic tasks they complete and ways in which they demonstrate their understanding.

Adapting our workshop model to mathematics allows teaching and learning to occur in a rich, interactive and explorative way. Students are given 'first dibs' on their learning, showing their teachers what they already know. Teachers then respond to students' prior knowledge, preconceived ideas and misconceptions to deliver responsive teaching and learning opportunities. A hands-on, open-ended approach is taken which allows students to experience learning at their level, engaging with the task as their own entry point. We are committed to developing the numeracy skills of our students to ensure they thrive in all real-life contexts. Students and teachers explore authentic tasks and apply problem solving strategies in robust ways. They consider a range of possibilities and justify their thinking along the way.

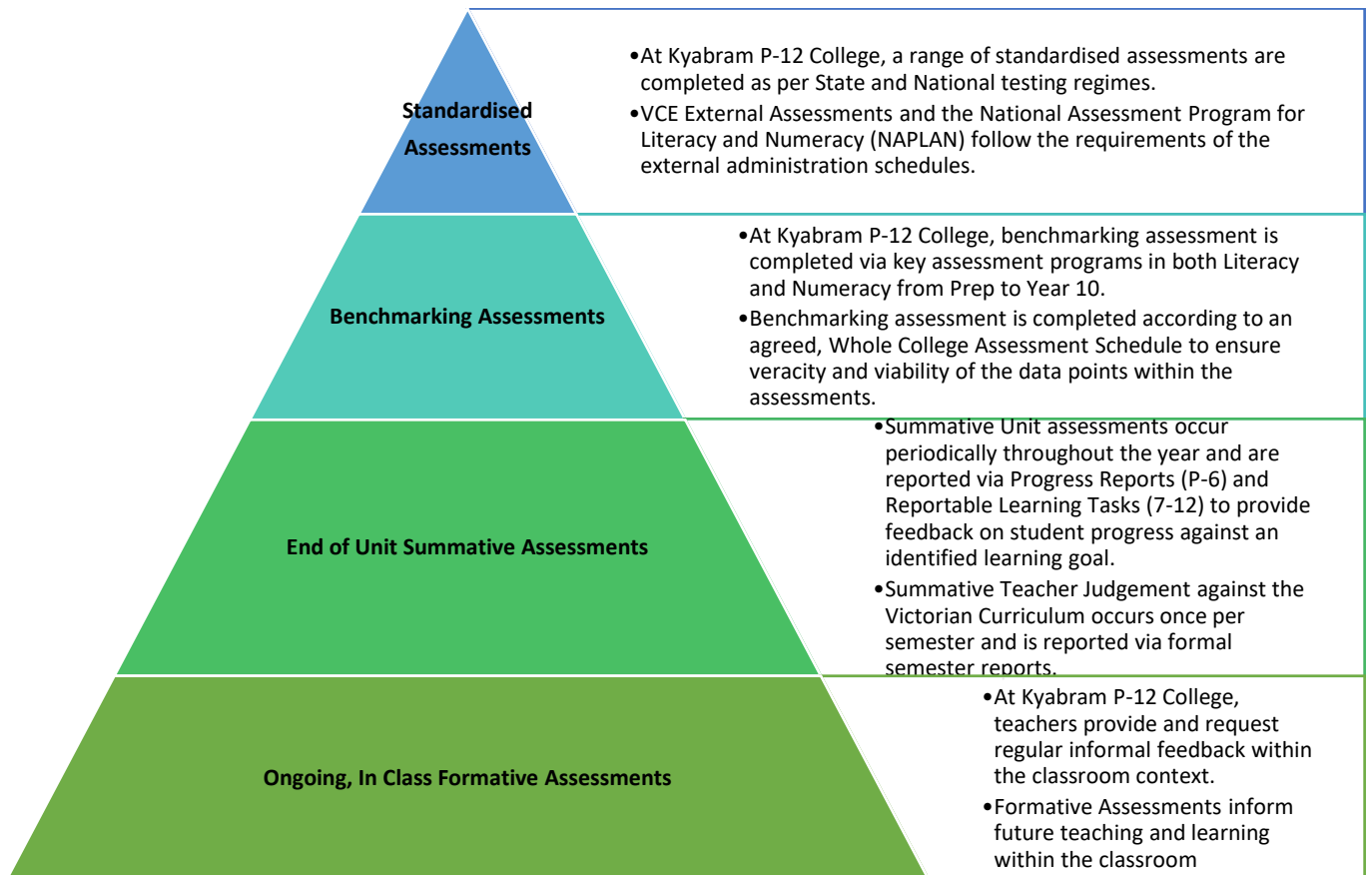
The basis of all learning in Years 7-12 is the Kyabram P-12 Instructional Model, which ensures that all lessons are focussed, supportive and targeted at the learning needs of students and the stage of knowledge and skill acquisition required. Every lesson has a strong beginning, middle and end. Students know the learning goal of each lesson and can set individual goals for their achievement, with opportunities at the end of reflection.

Lessons follow the Gradual Release of Responsibility Model, where teachers slowly release responsibility to learners as they are ready, ensuring a supportive and effective learning environment for all learners, whatever their learning needs. Encouraging student agency and choice is a key component of this model.

### **Assessment**

Kyabram P-12 College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Kyabram P-12 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.



Student learning is assessed based on the documented Achievement Standards within the Victorian Curriculum for Years P-10, and the assessment requirements for relevant Victorian Certificate of Education and Vocational Education and Training units.

- *Teachers at Kyabram P-12 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 Learning Area unit plans. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.*
- *At 7-10, students are assessed using developmental rubrics aligned to the Achievement Standards of the Victorian Curriculum, which are articulated in student-friendly language based on statements of capability ('I can' statements).*
- *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.*
- *Kyabram P-12 College 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

Kyabram P-12 College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Kyabram P-12 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 Kyabram P-12 College reporting is undertaken progressively to ensure ongoing feedback is available about a student's academic progress and achievements. The focus of reporting at Kyabram P-12 College is on celebrating growth and progress, and identifying areas for future support and learning. Reporting is designed to be both informative and accessible to a wide range of stakeholders.

*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.*

- *Kyabram P-12 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 all Learning Areas..*
- *Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders through formal and informal means. 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

At 7-12, curriculum plans are reviewed annually through Collaborative Team meetings, led by Collaborative Team Leaders and overseen by the Teaching and Learning Leader.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	<p>Whole College Curriculum Audit</p> <ul style="list-style-type: none"> <li>Provides documented information about the broad contexts and curriculum for each Learning Area across Year 7 to Year 10 for balance and auditing curriculum purposes.</li> </ul> <p>Victorian Curriculum Plan</p> <ul style="list-style-type: none"> <li>Provides a checklist of where relevant Victorian Curriculum Learning Areas and Capabilities are addressed at each stage of the curriculum</li> </ul>	Teaching and Learning Leader in consultation with Collaborative Team Leaders	Annually in Term 3
Curriculum Areas and Year Levels	<p>Scope and Sequence Documents</p> <ul style="list-style-type: none"> <li>Provides holistic overviews of each learning area's coverage of curriculum descriptors to ensure seamless and logical learning sequences</li> </ul>	Collaborative Team Leader in consultation with Teaching Team	Annually in Term 4
Units and lessons	<p>Unit and Lesson Plans</p> <ul style="list-style-type: none"> <li>Provides detailed teaching and learning sequence, alignes to the Instructional Model, including four levels of QDTP and outline of Educational Adjustments for Substantial and Extensive Adjustments.</li> </ul>	Teaching Team	Prior to the commencement of teaching sequence

## Review of teaching practice

Kyabram P-12 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:

- Statement of Assessment Methods and Assessment Schedule
- Whole College Curriculum Audit
- Victorian Curriculum Plan
- Scope and Sequence Planners
- Unit and Lesson Plans
- Teaching and Learning Handbook

## POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Consultation	March 2024 Education Subcommittee of College Council March 2024 College Newsletter
Approved by	Principal
Next scheduled review date	March 2027 Recommended cycle of 3-4 years