CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Traralgon 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 plans.

OVERVIEW

Traralgon 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.

Traralgon 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

Traralgon College 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 work is based on the belief that;
- Everyone is capable of learning; and
- Learning is a collaborative effort between students, teachers and parents/guardians.

Our 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

Traralgon College implements its curriculum based on the Victorian Curriculum at 7 – 10 and VCE/VCE VM curriculum at 11-12. All key learning areas are taught at 7-10 for the full year except for The Arts, Technology and LOTE. LOTE is taught all year at 7 – 8 with students electing to continue with this subject through the Middle School elective program. At 7 - 8 students rotate through the specific Technology subjects of wood, metal, food and IT over the course of the two years. Likewise The Arts are taught all year with students rotating through Drama, Visual Art, Media Art and Music in the two years. This is to enable all students to gain basic skills and understanding before they transition into their middle years of schooling where they can elect to undertake more in-depth learning into the Technology or Arts subject/s of their choice at 9 – 10. At Traralgon College class time is structured into a weekly timetable, with four hours and 50 minutes of learning per day, broken into five 58-minute sessions.

Traralgon College adopts a form group structure to provide students with opportunities for increased connectedness to their form group teacher and peers. Form Assembly is held for 8 minutes every morning and includes a one period per week Advisory lesson in which pastoral care, connectedness, self regulation, careers and SWPBS is a focus of the 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 plans which are located on our College SharePoint.

Language provision

Traralgon College will deliver Chinese (Mandarin) as a Language, based on Australia's proximity and connection to China as a trading partner. Additionally, three of the four large feeder primary schools deliver Chinese (Mandarin) as their Language.

Pedagogy

The pedagogical approach at Traralgon College is based on Fisher and Frey's Gradual Release of Responsibility framework. The Traralgon College Instructional model adopts an approach where each lesson is broken into three parts (whole/part/whole) with each part having an approximate time and approach according to best practice. The first part, or beginning of the lesson, lasts approximately 15 minutes and is when the Learning Intention and Success Criteria are clearly outlined, this part incorporates all students trnd is where focussed instruction occurs. The second part lasts approximately 35 minutes and is where students work on the set learning through either guided

instruction, collaborative learning or independent learning. The final parts lasts approximately 10 minutes and is when the teachers brings all students back together to reflect on the learning intention and success criteria and prime the students for their next steps. The teacher checks for understanding throughout the lesson, revisiting key concepts, skills and knowledge gaps as required.

Assessment

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

Students at Traralgon 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.

Traralgon College uses the learning management system (LMS) to set up Assessment Tasks which are reported on through continuous reporting with achievement forming the end of semester report. Learning tasks on both the LMS and within class are one of the formative assessment measures in addition to exit tickets, quick quizzes and self assessment rubrics.

- Teachers at Traralgon 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 presentations.
- 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.
- Traralgon 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

Traralgon College reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Traralgon 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 Traralgon College an end of semester report is made available to all student, parents and carers via the LMS. This contains all Assessment Tasks completed in every subject for the semester including feedback on the task and areas for improvement. The Victorian Curriculum Achievement level for each subject is included as well as attendance for every subject.

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.

- Traralgon 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).
- 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

Traralgon College reviews its curriculum annually with each unit plan being reviewed prior to commencement and on completion by the team of teachers involved in the development and delivery of it. This review is overseen by the Key Learning Domain leader.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Teaching and Learning Team ensures the College Scope and Sequence is up-to-date	Campus Principals	Annually with units to

	and that unit plans are developed using the Understanding by Design method of backwards mapping with all units documented in the Traralgon College UbD template. The UbD tracker is used to monitor progress and completion and responsibility for uploading resources to the College SharePoint.		be available one term in advance.
Curriculum Areas	The KLD Learning Leader maintain and monitors unit creation and completion for all subjects in their learning area. They review the scope and sequence for their area with their team and ensure that units are developed using the Understanding by Design method of backwards mapping with all units documented in the Traralgon College UbD template. The UbD tracker is used to monitor progress and completion and responsibility for uploading resources to the College SharePoint.	KLD Learning Leader	Annual for the scope and sequence and every term for the UbD
Units and lessons	Teachers and teaching teams are responsible for developing curriculum plans ensuring that units are developed using the Understanding by Design method of backwards mapping with all units documented in the Traralgon College UbD template.	KLD Learning Leader and Subject Teacher/s	Each term (at the beginning and end of each unit)

Review of teaching practice

Traralgon 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 (Traralgon College Scope and Sequence)
  - teaching and learning program for each learning area and capability (KLD Scope and Sequence)
  - unit plans/sequence of lessons. (Traralgon College UbD's)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Approved by	College Principal
Next scheduled review date	June 2027