

HUME CENTRAL SECONDARY COLLEGE CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Hume Central Secondary 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, and when and how we report to parents.

OVERVIEW

Hume Central Secondary 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.

Hume Central Secondary 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.

Hume Central Secondary College is committed to providing a guaranteed and viable curriculum to all our students. At Hume Central Secondary College, we have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

IMPLEMENTATION

At Hume Central Secondary College, class time is structured into a fortnightly timetable, with 300 minutes of learning per day, broken into 4 75-minute sessions. A breakdown of time allocated to each learning area is documented below.

CURRICULUM MODEL

Emphasis has been placed within the College on students achieving academic excellence through a comprehensive Years 7–10 curriculum that covers the Arts, English/EAL, Languages other than English-Spanish, Mathematics, Humanities, Science and Technology. Programs are developed in sequentially from Years 7 to 10 with the opportunity for elective subjects at Year 10. Since 2019, Spanish has been embedded in the Language, Art and Technology curriculums for 1 period a fortnight. From Year 10, students may also select VET courses which provide pathways to careers and further training.

The VCE at Hume Central Secondary College is structured so students can achieve excellent results in a variety of courses. They can study subjects which provide for entry into university and those which provide the student with excellent opportunities to learn skills in a variety of areas.

Subjects such as Accounting, Art, Biology, Chemistry, English, EAL, Human Development, Legal Studies, Business Materials Technology, Mathematics, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

2021 CURRICULUM MODEL

YEAR 7-9	2021 75 MINUTE PERIODS FORTNIGHT	YEAR 10	2021 75 MINUTE PERIODS FORTNIGHT	YEAR 11 VCE	2021 75 MINUTE PERIODS FORTNIGHT	YEAR 12 VCE	2021 75 MINUTE PERIODS FORTNIGHT
English/EAL	6 X 75 = 450	English/EAL	8 x 75 = 600	English/EAL	8 X 75 = 600	English/EAL	8 X 75 = 600
Language	2 X 75 = 150	Mathematics	6 x 75 = 450	Elective 1	6 X 75 = 450	Elective 1	6 X 75 = 450
Mathematics	5 X 75 = 375	Elective 1	6 x 75 = 450	Elective 2	6 X 75 = 450	Elective 2	6 X 75 = 450
Spanish	2 X 75 = 150	Elective 2	6 x 75 = 450	Elective 3	6 X 75 = 450	Elective 3	6 X 75 = 450
HPE	4 X 75 = 300	Elective 3	6 x 75 = 450	Elective 4	6 X 75 = 450	Elective 4	6 X 75 = 450
Science	4 X 75 = 300	Elective 4	6 x 75 = 450	Elective 5	6 X 75 = 450	Elective 5	6 X 75 = 450
Humanities	4 X 75 = 300	Mentoring	2 x 75 = 150	Mentoring	2 X 75 = 150	Mentoring	2 X 75 = 150
Art	4 X 75 = 300						
Technology	4 X 75 = 300						
Mentoring	2 X 75 = 150						
TOTAL	300 Minutes per day	TOTAL	300 Minutes per day	TOTAL	300 Minutes per day	TOTAL	300 Minutes per day

YEAR 11 VCAL*	2021 75 MINUTE PERIODS FORTNIGHT	YEAR 12 VCAL*	2021 75 MINUTE PERIODS FORTNIGHT
Literacy	6 X 75 = 450	Literacy	6 X 75 = 450
Numeracy	6 X 75 = 450	Numeracy	6 X 75 = 450
WRS (Work Related Skills)	6 X 75 = 450	WRS (Work Related Skills)	6 X 75 = 450
PDS (Personal Development Skills)	6 X 75 = 450	PDS (Personal Development Skills)	6 X 75 = 450
VET (Vocational Education and Training)	6 X 75 = 450	VET (Vocational Education and Training)	6 X 75 = 450
TOTAL	300 Minutes per day	TOTAL	300 Minutes per day

*VCAL also includes Structured Workplace Learning (SWL) which is on-the-job training that allows school students to develop their work skills and understand employer expectations. This is 2 days/fortnight. It also includes an Industry Specific Skills unit which aims to educate students on the skills and knowledge specific to their chosen industry pathway through a selected Vocational Education and Training (VET) course completed internally or externally. This is 2 days/fortnight. Alternatively, VCAL students may be involved in a School Based Apprenticeship/Traineeship (SBAT) 4 days /fortnight.

PEDAGOGY

The pedagogical approach at Hume Central Secondary College is the Explicit Instructional Model (EIM). The EIM comprises of a number of stages and phases: Beginning of the lesson (Hook, Learning Intentions and Activate/Review; Presentation (Teacher Input Skills and Knowledge and Checking for Understanding); Guided Practice (Development and Engagement and Feedback and Individual Support); Independent Practice (Application) and Review.

ASSESSMENT

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

Students at Hume Central Secondary College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. These assessment opportunities are documented through **unit planners** documented in ATLAS and may consist of:

- **Hurdle tasks** (learning tasks that students are required to complete at a satisfactory level prior to SACs/CATs to qualify for an S in unit of work; these learning tasks build students' skills and knowledge in preparation for SACs/CATs; in VCE they are a coursework requirement to demonstrate achievement of a set of outcomes)
- Common formative assessment asks or **CFATs** (learning tasks designed to enable students to test their skills and knowledge and receive feedback on their learning so far)
- Common assessment tasks or **CATs** (designed to gauge to what extent the student can demonstrate the learning goals)
- School assessed coursework or **SAC** (score-based assessment designed to gauge the level of achievement of a set of outcomes as specified in the VCE study design)

Detailed guidelines for assessment and reporting are documented in our Assessment and Reporting Policy.

REPORTING

Hume Central Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. Detailed guidelines for assessment and reporting are documented in our Assessment and Reporting Policy.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool (SPOT) and it directly influences school direction in the form of what goals are set in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

School processes and practices ensure that curriculum and teaching and learning practices are continually reviewed.

STUDENT LEARNING AND THE CURRICULUM POLICY

Student Learning Team works within the guidelines of the Student Learning area of the Annual Implementation Plan (AIP). The Student Learning Team meets three times a term and is a forum which facilitates the review and discussion of learning and teaching practices and programs and oversees the delivery of curriculum programs at the College. The College via PLCs document a rigorous curriculum with sequential development of skills and concepts, and thus changes to assessment types, unit planners, proformas, rubrics, standards in a unit or task or the introduction of a new unit or subject are carefully considered and approved according to the processes in the Curriculum Policy.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

Hume Central Secondary College uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans. PLCs have been part of the College culture since 2016 and the College is a PLC Link School.

LEARNING (PLC) LEADERS

Learning or Professional Learning Communities (PLC) Leaders manage the curriculum within their learning area and ensure that whole school improvement priorities are addressed by their staff. This is undertaken in the coordination of learning area meetings, management of learning area resources and provision of professional development sessions around key school improvement priorities and learning area -specific pedagogy. In line with our current SSP, our AIP priorities are the implementation of the Evidence-based Inquiry Cycle for Continuous Improvement and the implementation of the Literacy for Learning program.

Supported by the Student Learning AP, PLC Leaders each develop a Curriculum Map to explicitly identify the sequential development of skills and concepts from years 7 to 10 in their key learning area. This involves the review of Scope and Sequence documents and is further related to documentation such as unit planners, rubrics and assessment tasks. This work will support the better understanding of the Victorian Curriculum as the process involves identifying key threads running through the curriculum across years 7 to 12.

SCHEDULED CURRICULUM DAYS & CURRICULUM AUDITS

The College has two Curriculum days per year: one in Semester 1 and one in Semester 2. These scheduled professional development days enable the delivery of professional development activities based around a key improvement strategy identified by the College and linked to AIP Goal 1; Curriculum days are also opportunities to ensure that pedagogy and curriculum are reviewed as a result. Throughout 2021, AIP Strategic Teams have works with all staff via reference groups to review priorities and engage in school-wide collaboration around foci such as curriculum documentation, feedback and differentiation.

PERFORMANCE AND DEVELOPMENT PLAN (PDP)

The Performance and Development cycle is designed to:

- Support Hume Central Secondary College in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- Provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- Provide a supportive environment for improving teaching practice
- PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

HANDBOOK PROCESSES

The Senior Pathways Handbook is compiled across terms 1 and 2. This involves the revision of subjects and pathways and is directly impacted by curriculum changes from VCAA. The handbook for the following year is revised in term 2 by the Senior Campus Principal, Student Learning Assistant Principal in consultation with Learning Leaders, Career Leaders and other key stakeholders and will reflect the Victorian Curriculum F-10 and changes to VCE, VCAL and VET courses.

LITERACY FOR LEARNING

Staff at the College participate in Literacy for Learning training and/or sharing Literacy for Learning practices at PLC and Campus Staff meetings. This is intended to enhance teacher practice and improve student outcomes.

PEER COACHING

All teaching staff at the College are involved in Peer Coaching partnerships. Each teacher will observe a colleague's practice once a fortnight; each teacher will be observed once a fortnight. Teachers are expected to meet once a fortnight to discuss what they have observed and reflect on their teaching practice. Teachers will send their lesson overviews and observation request to their peer via PIVOT; the peer will record their observations in PIVOT.

VCE IMPROVEMENT AND EXCELLENCE TEAM, VCE DATA INTERVIEWS & VCAL IMPROVEMENT TEAM

Audits of VCE documentation and teaching processes take place in term 1 annually. The results of this review inform the work of the VCE Improvement and Excellence Team to support staff in VCE and VET to ensure best practice and high-quality outcomes for students. The work of this team is also supported by the VCE Data Interviews, conducted with VCE and VET teachers to review their practice in relation to the previous year's cohort and student outcomes.

In addition to this, the VCAL Improvement Team ensures that VCAL and VET teachers are supported to achieve the best possible outcomes for the VCAL students and that students engage successfully in SWL, SBAT or other learning opportunities.

FURTHER INFORMATION AND RESOURCES

This policy should be read alongside:

Curriculum Policy	Satisfactory Completion Policy	Homework Policy	PLCs Teaching and Learning programs, unit plans (linked to Student Learning website)
Assessment and Reporting Policy	Improving Student Learning Policy	Student Learning Framework	

REVIEW

This policy will be reviewed as required or due to changes in regulations or circumstances.

Date Reviewed	To Be Reviewed	Endorsed at College Council
May 2021	Annually	NA