CURRICULUM FRAMEWORK

Purpose

The purpose of this framework is to outline Cohuna 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, how we record and monitor of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area and year level curriculum plans.

Overview

Cohuna 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.

Cohuna 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.
- Complying with Departmental policies relating to curriculum provision, including:
  - Physical and Sport Education — Delivery Outcomes
  - Languages Education
  - Holocaust Education – Delivery Requirements

Cohuna Secondary College is committed to meeting the educational, social and cultural needs of the students through promoting a caring, supportive and educationally challenging environment. We provide students with the opportunity to maximise their potential through providing a broad range of cultural activities and setting high academic standards. Our priority is to provide a safe, happy and engaging environment with high expectations for all. We work to build strong relationships with students, staff, parents and the wider community.

Cohuna Secondary College CORE values are: Community, Ownership, Respect and Excellence.
Community:
We look out for each other and support each other, not only within our school community but the greater community in which we live.
We achieve great things by working together.
We treat others with care and compassion.

Ownership:
We accept responsibility for our actions and our behaviour. We strive to achieve our best both individually and as a collective.
We act as positive role models for others.
We are honest and courteous at all times.

Respect:
We respect each other and our environment.
Respect involves taking responsibility for both ourselves and others.
Respect is speaking to and interacting with others in a courteous manner. It is about being honest, reliable and trustworthy.

Excellence:
We value the process of striving for excellence and the desire to produce ones best at all times.
Excellamus-Let us Excel!

MISSION
Cohuna Secondary College's mission is to provide students with the best possible foundation in life through a well-rounded education.

Implementation
Cohuna Secondary College offers and implements a breadth of curriculum across Years 7-12.

- *All students in Years 7-10 undertake year-long programs in English, Mathematics, Science, Humanities and Physical Education*
- *All students in Year 10 have the opportunity to study a VCE subject, VET subject of their choice, complete a SBAT and complete work experience*
- *All students in Years 7&8 undertake at least one Technology and Arts discipline each year*
- *All students in Years 7&8 undertake digital technologies each year*
- *All students in Years 7&8 undertake a language (French) with students opting to study French in Years 9&10 and onto the VCE years.*

At Cohuna Secondary College, class time is structured into a weekly timetable, with 300 minutes of learning per day, broken into 6 x 50-minute sessions.

Cohuna Secondary College adopts a form group structure to provide students with opportunities for increased connectedness to their teachers and peers. Form group happens every morning and afternoon. This allows for the collection of phones, distribution of notes, a point of contact to discuss issues and concerns.

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, year level curriculum plans**. See Appendix 'A '.**

Language provision
Cohuna Secondary College will deliver French as a Language, based on our ability to secure a language teacher.

Pedagogy

The pedagogical approach at Cohuna Secondary College follows the Instructional model acronym LEARN. LEARN, which stands for Learning Intention, Explicit Teaching, Application, Review, and Now what? incorporates all aspects of FISO's 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) and provides our staff a model where they can incorporate elements of the Practice Principles and the High Impact Teaching Strategies (HITS).

Assessment

Cohuna Secondary College assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Cohuna Secondary 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* Cohuna Secondary 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 use a variety of assessment strategies to gather evidence about student achievement, such as PAT English, Mathematics and Science, SACS, CATS, SATS and Maths Pathway. 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.*
- Cohuna Secondary 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

Cohuna Secondary College reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Cohuna Secondary 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 Cohuna Secondary College progress reports are issued to parents in both terms 2 and 4. Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress by making an appointment with their teacher.

The progress report will be in a written format easy for parents/carers to understand and will be accessible in both digital and hard copy form. It is important to note that students who leave the college will be unable to access any reports through the online platform XUNO.

- Cohuna Secondary College *will report directly against the Victorian* [Curriculum F-10 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, Science and all other domain areas.*
- *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.

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 **Assistant Principal**	Timeframe
Whole school	Domain leaders provide information to the Assistant Principal PLC (Professional Learning Communities) provide the means to explore data, cohort groups, differentiation strategies.	Assistant Principal	Yearly
Curriculum Areas	PLC (Professional Learning Communities) provide the means to explore data, cohort groups, differentiation strategies. English: data used includes PAT Reading, VCE data, Elastik, Star assessment, Renaissance, MyOn which links to library and reading program. Responsive to cohort needs based upon testing. Maths: data used is extensive including PAT Maths, NAPLAN, Pathways (live data), VCE data. Science data includes PAT Science, review of Vic Curriculum, Education Perfect and VCE data. Humanities includes review of Vic Curriculum, VCE data.	Domain leaders working with faculty staff and provide information to the AP	Twice a year. Yearly Yearly (and throughout the semester) Yearly Yearly

	Health and Physical Education includes student surveys, VCE data, review of Vic Curriculum, pre and post skill testing.		Yearly
	Technology VCE Data, review of Vic Curriculum		Yearly
Year levels		Domain leaders	
Units and lessons	PLC (Professional Learning Communities) provide the means to explore data, cohort groups, differentiation strategies, new units of study.	Domain leaders and faculty staff	

Review of teaching practice

- 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.

COMMUNICATION

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

- Provided a link at staff induction and in staff handbook/manual
- Discussed at staff meetings and/or PLC on a yearly basis

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- 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 each subjects Year level curriculum plans

Policy REVIEW and Approval

Policy last reviewed	March 19th 2024
Approved by	Principal
Next scheduled review date	Before February 2028

Appendix 'A'

Curriculum Plan – including time allocations.

Years 7 - 10

The curriculum is based on the Victorian Curriculum Standards. The timetable is structured on a weekly basis. Each period is 50 minutes. The breakdown of the weekly cycle is as follows:

Years 7 and 8

Includes the Victorian Curriculum, Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains.

Year 7 2024		Year 8 2024	
Domain	**Minutes per week**	**Domain**	**Minutes per week**
English	250	English	250
Mathematics	250	Mathematics	250
Reading	50	Reading	50
Science	150	Science	150
Humanities (History/Geography)	150	Humanities (History/Geography)	150
LOTE-French	100	LOTE	100
PE/ Health	150	PE/ Health	150
Materials Technology (Elective)	2 per semester @ 100 minutes per week each	Design/Technology (Elective)	2 per semester @ 100 minutes per week each
Visual Communication (Elective)		Visual Communication (Elective)	
Art (Elective)		Art (Elective)	
Digital Technology	100	Digital Technology	100
Form Assembly	30	Form Assembly	30
TOTAL	1430 min per week	TOTAL	1430 min per week

Years 9 and 10

*Year 10 curriculum includes students who undertake a VCE subject. However, those students who do not do a VCE subject undertake PE (100 min) per week.

Year 9 2024		Year 10 2024	
Domain	**Minutes per week**	**Domain**	**Minutes per week**
English	250	English	250
Mathematics	250	Mathematics	250
Science	200	Science	200
Humanities (History&Geography)	250	Humanities (History&Geography)	250
Civics	100	Civics	100
Careers-Life@Work		Careers-Work Related Skills	
PE/ Health/Resilience	150	PE/ Health/Resilience	150
Art (Elective)	2 per semester @ 150 minutes per week French is a 12 month elective	Art (Elective)	2 per semester @ 150 minutes per week French is a 12 month elective
Design/Technology (Elective)		Design/Technology (Elective)	
Visual Communication (Elective)		Visual Communication (Elective)	
French (Elective)		French (Elective)	
Form Assembly	30	Form Assembly	30
		VCE Subject (optional)	250
TOTAL	1430 per week	TOTAL	1530 per week