



Curriculum Framework

Purpose

The purpose of this policy is to outline to students, parents/carers and school staff Lyndale Secondary College's organisation, implementation and review of curriculum and teaching practices 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 Architecture (Curriculum Maps, Learning Sequences, Common Assessment Tasks, Rubrics and Assessment Schedule) curriculum plans.

Overview

Lyndale 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.

Lyndale 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](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Lyndale Secondary 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.

At Lyndale Secondary College we are proud of our diverse community and inspire our learners of today to be their best in readiness for the world of tomorrow. Lyndale Secondary College's mission is to provide a rigorous, future-focused, holistic education that allows students to demonstrate strength, pride and success. At Lyndale Secondary College we recognise and celebrate diversity, excellence and positive relations and uphold a commitment to developing each and every young person. We provide a pathway for every aspiration and offer our young people opportunities to explore their passions in an inclusive learning environment, underpinned by our values of respect, responsibility and resilience. Stimulating learning is achieved through fostering a growth mindset, where collaboration is valued and creativity is nurtured. We empower our young people to make meaningful contributions and instill a positive sense of purpose to

excel in an ever-changing and complex world.

Implementation

Lyndale Secondary College implements its curriculum through our Learning Architecture and Gradual Release of Responsibility Instructional Model, ensuring that Years 7 – 10 undertake all eight learning areas of the Victorian Curriculum (English, Mathematics, Humanities, Science, Languages, Health and Physical Education, Arts and Technology). At Lyndale Secondary College, class time is structured into a fortnightly time table with 5 hours of learning per day, broken into 5 x 60 minute sessions on Monday, Wednesday, Thursday and Friday and 5 x 55 minute sessions on Tuesday. Lyndale Secondary College adopts a Home Group structure for 30 minutes on Tuesdays to provide students with opportunities for increased connectedness to their teachers and peers.

Students undertake the eight subject learning areas per fortnight as follows:

	YEAR 7	YEAR 8
ENGLISH/EAL	8	8
LITERACY	2	2
MATHEMATICS	8	8
NUMERACY	2	2
HUMANITIES	6	7
SCIENCE	7	6
LANGUAGES/L4L	5 (Mandarin and Japanese, one semester each)	5 (Mandarin or Japanese, full year)
PHYSICAL EDUCATION	4	4
HEALTH	2	2
ARTS	6 (One semester)	6 (One semester)
TECHNOLOGY	6 (One semester)	6 (One semester)
HOME GROUP	2	2
TOTAL	52	52

	YEAR 9	Students must choose an Art Elective (one semester) and a Technology Elective (one semester)
ENGLISH/EAL	8	
LITERACY	2	
MATHEMATICS	8	
NUMERACY	2	
HUMANITIES	7	
SCIENCE	7	
LANGUAGES/L4L	5 (Mandarin or Japanese, full year)	
PHYSICAL EDUCATION	4	
HEALTH	2	
ARTS	5 (One Semester Elective)	
TECHNOLOGY	5 (One semester Elective)	
HOME GROUP	2	
TOTAL	52	

	YEAR 10		YEAR 10 VPC
ENGLISH/EAL	8	LITERACY	8
MATHEMATICS	8	NUMERACY	8
HUMANITIES	8 (One semester Elective)	GENERAL HUMANITIES	8 (One semester)
SCIENCE	8 (One semester Elective)	GENERAL SCIENCE	8 (One Semester)
HEALTH AND PHYSICAL EDUCATION CORE	8 (One semester)	HEALTH AND PHYSICAL EDUCATION	8
ARTS	8 (One Semester Elective)	ARTS	8 (One semester)
TECHNOLOGY	8 (One semester Elective)	TECHNOLOGY	8 (One semester)
ELECTIVE 1	8 (One semester Elective)	CAREERS EDUCATION	8
ELECTIVE 2	8 (One semester Elective)		
ELECTIVE 3	8 (One semester Elective)		
ELECTIVE 4	2 (One Semester Elective)	SPORT EDUCATION	2
HOME GROUP	2		
TOTAL	52		52
<p>Students must select one elective from Arts, Humanities, Science and Technology. Students then make three additional elective choices from any subject area. Choosing Languages (Mandarin or Japanese) counts for two elective choices</p>		<p>VPC students have set program as outlined above</p>	

	YEAR 11		YEAR 12
ENGLISH/EAL	8	ENGLISH/EAL	9
SUBJECT 2	8	SUBJECT 2	9
SUBJECT 3	8	SUBJECT 3	9
SUBJECT 4	8	SUBJECT 4	9
SUBJECT 5	8	SUBJECT 5	9
SUBJECT 6	8		
STUDY PERIODS	2	STUDY PERIODS	4
HOME GROUP	2	HOME GROUP	2
TOTAL	52	TOTAL	52
<p>Students study English/EAL and 5 other subjects of their choice</p>		<p>Students study English/EAL and 4 other subjects of their choice</p>	

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 Curriculum Handbooks, Curriculum Maps, Learning Sequences and Assessment Schedules curriculum plans.

Language provision

Lyndale Secondary College will deliver Mandarin and Japanese as a Language, based on the proximity and connectedness of Australia to Asian countries. [outline the rationale for the choice of language].

Pedagogy

The pedagogical approach at Lyndale Secondary College is the Gradual Release of Responsibility Instructional model in conjunction with FISO 2.0, the Cycle of Teaching and Learning, Learning Architecture

and High Impact Teaching Strategies.

FISO 2.0 has the outcomes of learning and wellbeing as the main focus, supported by the equally important elements of Teaching and Learning, Leadership, Assessment, Engagement and Support and Resources.

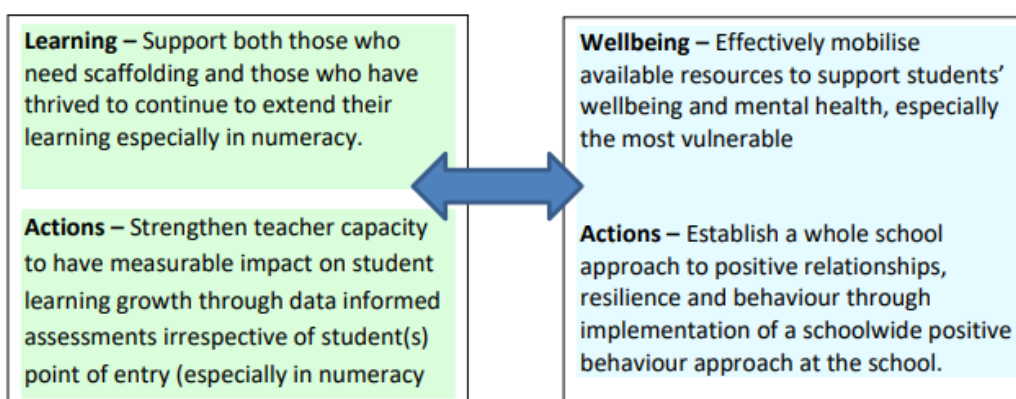
These priorities are reflected in our 2019 - 2023 Strategic Plan goals:

1. Improve literacy student learning outcomes for every student
2. Improve numeracy student learning outcomes for every student
3. Improve student engagement learning

and 2023 Annual Implementation Plan goals:

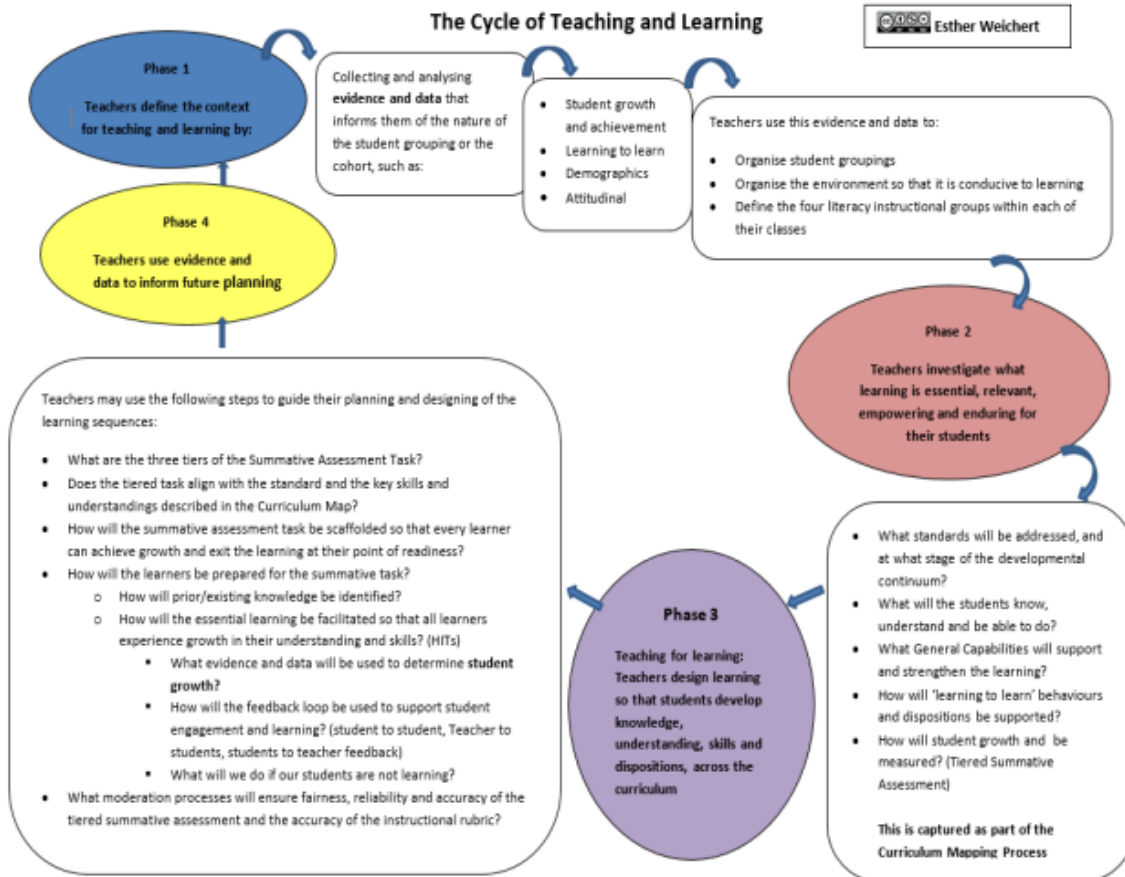
1. Build staff capability to analyse and use student data to plan and deliver learning at student point of need in literacy/numeracy
2. Establish a whole school approach to positive relationships, resilience and behaviour through implementation of a school wide positive behaviour approach at the school

Through our SSP and AIP, our focus will continue to be literacy, numeracy and student wellbeing. Our 2 priority Key Improvement Strategies are:

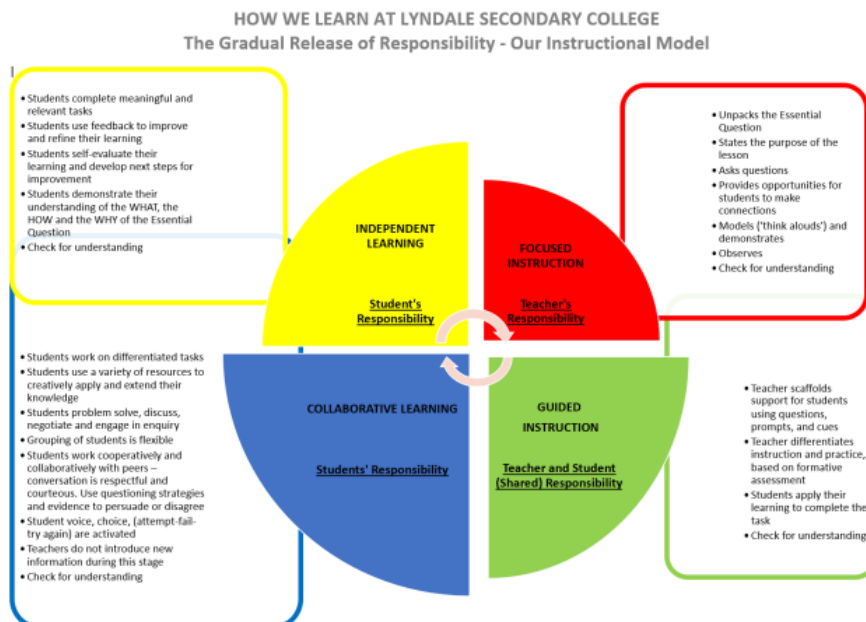


Through our Subject Learning Area and PLC activities, we will be using a range of data to know our students and to cater to their needs by authentically implementing our Lyndale Secondary College Learning Architecture and the Cycle of Teaching and Learning.

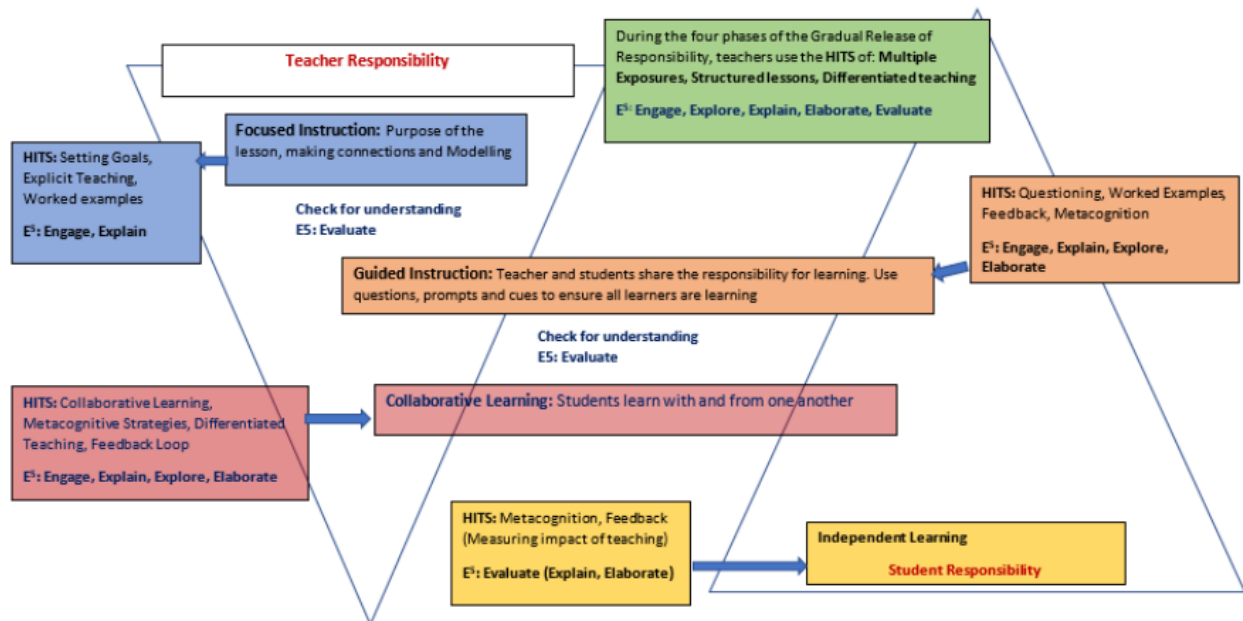
The phases of the Cycle of Teaching and Learning provide direct actions for teachers to develop curriculum and address the goals of improving student learning outcomes.



Lyndale Secondary College's Gradual Release of Responsibility Instructional model provides a consistent approach to delivering curriculum and improve student learning outcomes incorporating High Impact Teaching Strategies.



Gradual Release of Responsibility Instructional Model infused with the HITS and the E⁵ Pedagogical Model



Lyndale Secondary College's Instructional Terms are divided into four phases. These phases also align with the Clinical Teaching Cycle:

1. Pre-Assessment – What is the learner ready to learn and what evidence supports this? Teachers assess student's prior knowledge and determine where students abilities lie on the learning continuum.
2. Learning Sequence/GROR – What are the possible evidenced based interventions? What is the preferred intervention and how will it be measured and implemented? Teachers design appropriate learning and select the most appropriate learning activities for the determined student learning needs.
3. Common Assessment Task – What is the expected impact on learning and how will this be measured? Students in a subject area and year level are assessed with a common task
4. Moderation – What happened after the implementation of the intervention and how can this be interpreted? Teachers meet together in Subject area year levels to reflect on their teaching and student achievement and make recommendations for improvements

Assessment

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

Students at Lyndale Secondary College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use common assessment tasks and the end of each instructional term that cover appropriate curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Teachers at Lyndale 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 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.
- Lyndale 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

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

Teachers at Lyndale Secondary College assess Student Learning Habits once per term. This assessment is then reported to parents to enable a collaborative approach between teachers, parents and students to supporting student wellbeing. Student achievement on Common Assessment Tasks is also assessed and reported once per term.

Student/Parent/Teacher conferences are held twice per year so that parents/carers and students can discuss school reports as well as how the student can continue to be supported at home. Interpreting services will be made available where required. Additionally, Lyndale Secondary College makes communication accessible through many different modes of communication. Teachers and parents/carers are encouraged to contact each other whenever they wish to discuss any aspect of student learning progress.

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.

- Lyndale Secondary 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).
- Lyndale Secondary College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.

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

Lyndale Secondary College regularly reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels as outlined below:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Curriculum review process - Curriculum data, NAPLAN, PAT testing	PCOs	Yearly
Curriculum Areas	Curriculum review process – Curriculum data	Curriculum Leader, Data Leader, Subject Learning Area Leader	Yearly
Year levels	Curriculum Review process – Curriculum data	Curriculum Leader, Subject Learning Area Leader	Yearly
Units and lessons	PLCs - Moderation of CAT data	Subject teachers, Subject Learning Area Leader, Curriculum Leader, Data Leader	Once per term

Review of teaching practice

Lyndale Secondary 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
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.]

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Approved by	Ms. Pam Robinson
Next scheduled review date	2026

Endorsed Date: 5th May 2023
Date of next review: May 2026