



# NEERIM DISTRICT SECONDARY COLLEGE

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## CURRICULUM FRAMEWORK

### PURPOSE

The purpose of this framework is to outline Neerim District 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 student performance, and when and how we report to parents. This curriculum framework should be read alongside our whole school, curriculum area, year level, unit and lesson curriculum plans.

### OVERVIEW

Neerim District 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. Neerim District 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](#)

Neerim District Secondary College takes pride in providing the broadest possible curriculum choices, valuing diversity and excellence in learning in an environment that is safe, tolerant, supportive and friendly. Building literacy skills among students is a special focus for the school. All NDSC students participate in a comprehensive range of studies, allowing them to experience the full breadth of the curriculum.

Neerim District Secondary College believes strongly in seeking to build and maintain good relations between students, staff, parents, and the community. The College maintains a high-quality education program designed to enable all students to achieve successful outcomes in learning. The school places a special emphasis on meeting the needs of individuals. We recognize that successful outcomes for students will include:

- Maximizing academic achievement
- Developing learning skills and the love of learning
- Building social competencies alongside the ability to work successfully with others
- Becoming independent thinkers and well-rounded, confident, responsible individuals

## IMPLEMENTATION

Neerim District Secondary College implements a curriculum aligned to the Victorian Curriculum Years 7-10 that incorporates the Australian Curriculum and reflects Victorian priorities and standards. All students complete core studies in English, Maths, Science, Humanities and Health and Physical Education in Years 7-10 and students in Years 7-8 complete studies in LOTE. Students experience a range of compulsory Art and Technology subjects in Year 7-8 and choose electives in Years 9-10. All students can access a full suite of senior programs including VCE, VCE-VM, VET and SBATs. At Neerim District Secondary College, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 5 x 60-minute sessions.

Neerim District Secondary College adopts a Pastoral Care 'Mentor Group' program to provide students with opportunities for increased connectedness to their teachers and peers. Mentor Group consists of 1 x 1 hour class per week. This is enhanced by the school's vertical house-based interschool competitions, Year 7/Year 11 Peer Support Program, SRC and Student Voice 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, year level and unit / lesson curriculum plans.

### Language provision

Neerim District Secondary College will deliver Auslan as a Language Other Than English. We actively promote the understanding and use of Auslan at Neerim District Secondary College and across our partner schools within the district. We have programs suitable for students in all year levels. We deliver Auslan education in Years 7-8 and within this program offer interventions for students that need additional support and those that are highly able in Auslan.

### Pedagogy

The pedagogical approach at Neerim District Secondary College is captured in our Instructional Model which is based on the Gradual Release of Responsibility (GRR) model of teaching and incorporates the Department's High Impact Teaching Strategies (HITS) and Key Elements of the Berry Street Education Model (BSEM). In accordance with FISO 2.0, all teaching and learning considers and promotes growth in each student's learning and wellbeing. The key elements of Neerim District Secondary College's pedagogical model are:

- Purposefully planned exposure to the four phases of the Gradual Release of Responsibility (GRR) model of teaching across a lesson or unit – Focussed Instruction, Guided Instruction, Collaborative Learning, and Independent Learning.
- Deliberately planned application of High Impact Teaching Strategies (HITS) with specific emphasis on - Setting Goals (Learning Intentions and Success Criteria), Structuring Lessons aligned to the school's Instructional Model and curriculum planning framework, use of Worked Examples, application of Collaborative Learning, purposeful use of Questioning and Feedback, and a Differentiated approach to planning and teaching that aims to meet the needs of all students.
- Regular application of specific practices aligned to the Berry Street Education Model (BSEM) that - increase students' capacity for physical and emotional regulation; support students to de-escalate and focus; nurture on-task learning through relational classroom management strategies; create a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset; and motivate students with strategies that increase their willingness to learn and harness positive values and character strengths

## Assessment

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

- Teachers 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.
- Neerim District 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

Neerim District Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Neerim District 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 Neerim District Secondary College, the school reports on student achievement and progress to parents/carers, and provides opportunities for parents/carers to discuss student's achievement and progress, in the following ways:

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

- 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.
- 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. Parents/carers are encouraged and supported to communicate with teachers throughout the school year on student's learning progress.

## 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

Neerim District Secondary College reviews its curriculum plans at a whole school, curriculum area, year level, unit plan, and individual lesson level in the following ways:

| Review Level                            | Process and Data Used   | Responsibility                           | Timeframe  |
|---|---|--|--|
| <b>Whole school</b>                     | Teaching and Learning Leader reports to Principal on progress of school agreed curriculum planning and development. Use Curriculum Planning spreadsheet data, yearly scope and sequences, and unit plans              | Principal<br>Teaching & Learning Leader  | Twice per Year – completed as part of 2-hour Performance Meetings (Teaching & Learning Leader PDP) |
| <b>Curriculum Areas</b>                 | Teaching and Learning Leader reports to SIT on progress of Teaching & Learning Team Action Plan. Use Curriculum Planning spreadsheet data, yearly scope and sequences, and unit plans                                 | Teaching & Learning Leader               | Each Semester – completed as part of a 20-minute report to SIT Team in end of each term            |
| <b>Curriculum Areas and Year Levels</b> | PLC Leader reports to Teaching and Learning Leader on progress of school agreed curriculum planning and development. Use Curriculum Planning spreadsheet data, yearly scope and sequences, and unit plans as evidence | Teaching & Learning Leader<br>PLC Leader | Twice per Year – completed as part of 1 hour Performance Meeting (PLC Leader PDP)                  |
| <b>Units and Lessons</b>                | Teachers report to PLC Leader on progress of curriculum plans they are responsible for developing. Use unit plans and lesson plans as evidence  | PLC Leader<br>Teachers                   | Each Term – completed as part of end of Term PLC meeting   |

### Review of teaching practice

Neerim District 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
  - Lesson plans

## POLICY REVIEW AND APPROVAL

|                            |                                |
|----------------------------|--------------------------------|
| Policy last reviewed       | 6 <sup>th</sup> September 2023 |
| Consultation               | School council consultation    |
| Approved by                | Principal                      |
| Next scheduled review date | September 2025                 |