
Curriculum Framework Policy (2023 - 2026)



<i>Date implemented</i>	13 September 2023
<i>Author</i>	Justin Hird
<i>Date to be reviewed</i>	September 2026
<i>To be reviewed by</i>	Principal
<i>References</i>	Victorian Government Schools Reference Guide
<i>Approved by</i>	Principal
<i>Date</i>	13 September 2023
<i>Signature</i>	

A handwritten signature in blue ink, appearing to read 'Justin Hird', located below the signature field in the table.

Rationale

The purpose of this framework is to outline Castlemaine 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 and unit / lesson curriculum plans.

Overview

Castlemaine 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.

Castlemaine 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](#)

Castlemaine Secondary College is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

Policy

A coherent, viable and guaranteed curriculum is important to Castlemaine Secondary College, and particularly to our students. 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.

A systematic curriculum planning process has been developed by the school that allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans
- learning is relevant, authentic and engaging for learners
- based on the Victorian Curriculum F-10, and the VCE, VET and VM Curriculums.

At Castlemaine Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 45 minute sessions, plus Mentor and Extended Mentor (Wednesday only). A breakdown of time allocated to each learning area is documented below:

Year 7 and 8

Subject	Periods per week	Minutes per subject per week
English	4 (Year 7) 5 (Year 8)	180 (Yr 7) and 225 (Year 8)
Mathematics	4 (Year 8) 5 (Year 7)	225 (Yr 7) and 180 (Year 8)
Health / Physical Education	4	180
Humanities	4	180
Science	4	180
The Arts	3	135
Technology	3	135
Languages	4	180

Year 9

Subject	Periods per week	Minutes per subject per week
English	5	225
Mathematics	5	225
Health / Physical Education (1 sem)	4	180
Humanities	4	180
Science	4	180
Electives (including languages) x 2	4	180

Year 10 (Maths, English and Languages are full year subjects. All others are semester-long)

Year 10 students have 6 classes per semester, which will include elective subjects.

Core Subject	Periods per week	Minutes per subject per week
English	5	225
Mathematics	5	225
Health / Physical Education	5	225
Science	5	225
Humanities	5	225
Elective		
Art	5	225
Technology	5	225

Humanities	5	225
Languages	5	225

Year 11 - VCE / VM

All students are encouraged to complete a full complement of subjects (6 subjects), all of which have 5 periods per week (225 minutes). Students undertaking a VM / VET pathway should be completing units in Literacy, Numeracy, Personal Development, Work Related Skills and one VET subject.

Year 12 - VCE / VM

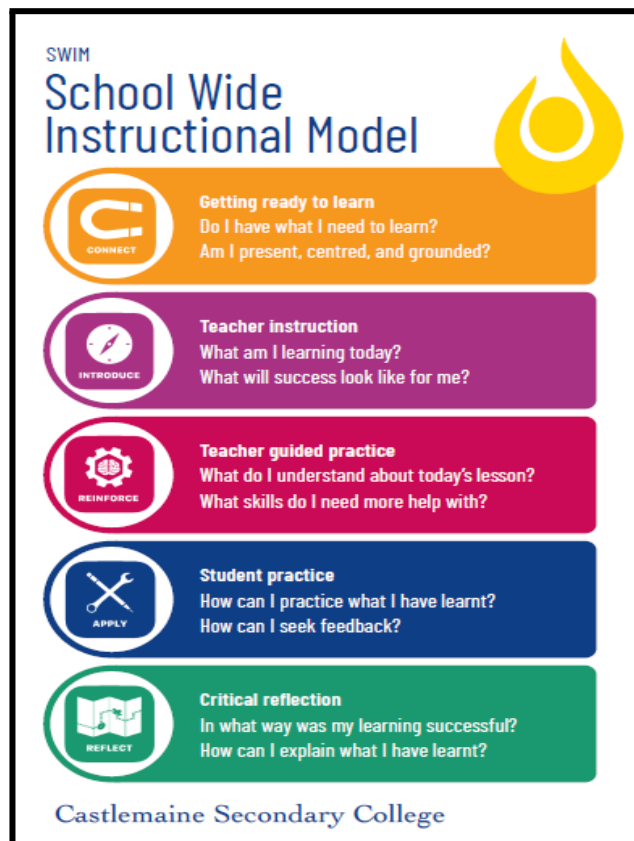
Depending on the 3 & 4 sequences studied in Year 11, it is expected that students will study between 4-5 sequences of 3 & 4 subjects during Year 12. Students aiming for tertiary studies are encouraged to complete 6 sequences of 3 & 4, providing them with a higher ATAR. Other students completing VCE are still encouraged to have at least 5 sequences of 3 & 4, providing one back-up subject. Students undertaking a VM / VET pathway should be completing units in Literacy, Numeracy, Personal Development, Work Related Skills and one VET subject.

Language provision






Students in Year 7 and 8 at Castlemaine Secondary College are required to study a language, either Indonesian or French. For students requiring additional assistance with literacy, engaging with an additional literacy class may be offered, replacing their language class.

Pedagogy






The pedagogical approach at Castlemaine Secondary College is to utilise the college-developed School-Wide Instructional Model (SWIM).



Our SWIM consists of the following 5 stages and is largely influenced by the [High-Impact Teaching Strategies](#). The teaching at CSC is largely influenced by the [Berry Street Education Model](#) (BSEM), staff should refer to our online handbook, [Staff Central - SWIM](#), for more information about how BSEM applies to the various stages of the SWIM.

SWIM Stage	 CONNECT	 INTRODUCE	 REINFORCE	 APPLY	 REFLECT
Definition	Teachers know their students well and engage them in building supportive, inclusive, and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.	Teachers outline what content will be taught and how that learning aligns with the overall unit. They help students expand their perspectives and preconceptions, understand learning tasks, and prepare to navigate their own learning.	Teachers explicitly teach relevant knowledge, concepts, and skills in multiple ways to connect new and existing knowledge. They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency.	Teachers challenge students to move from surface to deep learning, building student ability to transfer and generalise their learning.	They support students to be reflective, questioning, and self-monitoring learners
High Impact Learning Strategies	Structuring lessons Provide routines for transitioning between activities with clear narrative and pace Differentiating Learning Preparing different pathways and levels of support to scaffold, challenge and engage	Setting goals Providing and referring to Learning Intentions, Learning Focus Statements, Success Criteria Deep Questioning Stimulate interest and curiosity and make links to students' lives and prior knowledge	Explicit teaching Introduce concepts/skills through instruction, modelling and checking for understanding Worked examples Provide students with samples of work that prompts them and demonstrates expectations	Collaborative learning Students have opportunities to learn with and from each other in inclusive small groups Multiple exposures Students have opportunities to apply new concepts/skills in a range of different contexts	Effective Feedback Students receive guidance on how to improve Teachers evaluate emerging student needs Metacognitive Strategies Students reflect on strategies they have applied and how they can use them more effectively
What happens if this is missing	<i>Students may not be clear about the structure of the lesson</i> Students may not settle into the lesson or may feel disconnected from their peers, the content and teacher	<i>Students may not be clear about the purpose of the lesson</i> Students may lack focus and may feel overwhelmed by new ideas and instructions or feel aimless and uncertain	<i>Students may not be clear about the content of the lesson</i> Students may lack the skills needed to engage with deeper learning or have misconceptions about the concepts involved	<i>Students may not be clear about the activities of the lesson</i> Students may not engage deeply with learning activities or might not feel challenged and supported to extend their learning	<i>Students may not be clear about the impact of the lesson</i> Student may not reflect on the progress made or may not appreciate the value of the lesson and its links to life beyond the class
Key Question	How will I engage students in their learning?	What will students be learning today/this week?	How will they know they have learnt this?	How will I engage students in their learning?	How will I support and challenge students to deepen and develop responsibility for their learning?

CSC School Wide Instructional Model

SWIM Stage	 CONNECT	 INTRODUCE	 REINFORCE	 APPLY	 REFLECT
Sample Techniques	Entry Routines Welcoming students, marking the role, establishing clear expectations, and inviting low-stakes engagement activities such as 'Do Now' activities Positive Primers Short activities that promote a calm atmosphere and a positive start to the lesson (e.g., de-escalating Brain breaks, mindfulness) Clear Narrative Communicating where we have come from (e.g., past lessons) and where we are going next (e.g., future lessons)	Learning Intentions Describe what student should know, understand or be able to do by the end of the lesson or unit, to help tracking progress, providing feedback and assessment. Success Criteria Describe how students will know that they have learned, and how well they have met the learning intentions, using of rubrics or performance descriptors Hooks Engage students' interest, curiosity and prior understandings using short, clear, and relevant texts, images, diagrams, video, audio recordings	Worked examples Modelling new skills and concepts using; writing prompts, prior student work, demonstrations, audio/videos, academic vocabulary glossaries, and/or annotated text, charts, or diagrams Checks for Understanding Short, targeted low-stakes formative assessment or discussions with students that identify their readiness for the current learning goals Differentiating Goals Develop and communicate modified or extended learning goals or activities for individuals based on their readiness for learning	Guided Practice Learning activities that deepen understanding and refine skills using a range of questioning techniques, scaffolded questions and problem solving, with opportunities for feedback, including with rubrics Brain breaks Escalating/De-escalating activities to promote self-regulation during transitions or to build stamina and involve action/interaction Collaborative Strategies Providing structures to support effective peer engagement (e.g., Think-Pair-Share, Jigsaw, Corners, Group Roles)	Plenary Summary Recapping the Learning Intentions and Success Criteria and providing a summary of the lesson and links forward to the next lesson and relevance beyond the classroom Exit Tickets/Slips Ending with a quick, low-stakes, reflective activities (e.g., quizzes, crosswords, games, 'note to self', peer feedback, and/or student feedback surveys) WWW/EBI Asking students to share <i>What went well?</i> or <i>What's working well?</i> and <i>Even better if...?</i> and committing to do better

Teachers at Castlemaine Secondary College are required to meet the Australian Institute for Teaching and School Leadership (AITSL) standards:

- [AITSL Standards for Graduate Teacher](#)
- [AITSL Standards for Proficient Teacher](#)
- [AITSL Standards for Highly Accomplished Teacher](#)
- [AITSL Standards for Lead Teacher](#)

Seeking Feedback / Student Voice

All teachers are expected to seek feedback on their subject planning and classroom teaching. To support teachers the college expects all teachers to have one class, that they teach for the entire year, to complete four rounds of the class surveys throughout the year. The class survey questions are derived from the Attitudes to Student Survey questions and are contextualised to align with our current strategic priorities.

Teachers are able to make use of this feedback to set Performance and Development goals that improve planning and practice.

Planning

All teaching staff at Castlemaine Secondary College are expected to plan the units of teaching for which they have an assigned teaching responsibility.

When completing planning for units of teaching and learning, teachers should:

- Make use of the Victorian Curriculum documents, content descriptors and achievement standards.
- Use our *Curriculum Planning Template* which covers the following areas:
 - Learning Focus
 - Learning Focus Statements
 - Common Assessment Tasks
 - Other Resources / Skills
 - Victorian Curriculum Statements
- Indicate how they intend to differentiate their unit for diverse learners.

Maths/Sci – YEAR 9 – Science – SEMESTER 1

Weeks to complete (approx.)	Learning Focus	Learning Focus Statements	CATs (Common Assessment Tasks)	Other Resources / Skills	Curriculum Statements
6 weeks		Describe the structure and function of the nervous system and the brain.	Nervous System Theory Sheet Brain Regions Theory Sheet Learning Psychology Topic Test (pt1)		Science Understanding: Biological sciences <ul style="list-style-type: none"> • Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (VCSSU117) • An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses (VCSSU118)
	Psychology:	Investigate the nervous system and the brain through practical activities.	Model Neuron Practical Activity Brain Dissection Practical Activity		Science Inquiry Skills: Questioning and predicting <ul style="list-style-type: none"> • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134)
	"How does our Nervous System coordinate our actions?"	Relate a personal learning example to psychological knowledge about regions of the human brain.	Learning about Learning Activity Personal Learning Project (Proposal) Personal Learning Project (Part 1)	Communication Diagrams	Science Inquiry Skills: Analysing and evaluating <ul style="list-style-type: none"> • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)

Assessment

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

Students at Castlemaine Secondary College 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 Castlemaine 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. The agreed assessment processes and tasks are documented in each Curriculum Planner. 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.
- Castlemaine Secondary College develop *Individual Education Plans (IEPs)* for;
 - *students who are part of the Program for Students with a Disability (PSD) or who have received funding through the Disability Inclusion funding model*
 - *Koorie students*
 - *students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.*
- Teachers 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.

The College holds subject exams for students in Years 10 and 11 (VCE only) at the end of Semester One and Semester Two.

The College participates in the *National Assessment Program for Literacy and Numeracy (NAPLAN)* each year, and all students in Years 7 and 9 who are not exempt, are expected to complete the NAPLAN Assessments.

The College also makes use of a range of diagnostic and summative assessments, which may include, but is not limited to:

- ACER Progressive Achievement Tests in Reading and Mathematics (PAT-R / PAT-M)

From time to time, the College may participate in other national or international assessments at the discretion of school leadership, or the direction of the Victorian Department of Education and Training.

Reporting

Timely, accurate and student-centred reporting is a feature of Castlemaine Secondary College's curriculum. The College ensures that teachers are able to report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable data and information. Castlemaine Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.

All reports 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.

We report to students and families every six to seven weeks – 6 times per academic year. In each report, students are given a statement of attainment for each of the *Curriculum Focus Statements or Knowledge and Skills Statements* used to plan the unit of teaching and learning as described above in 'planning'.

Teaching staff are required to input all required and appropriate data into the school's reporting software consistent with the timeframe determined at the start of each academic year.

Key features of Year 7-10 Reports

- all learning areas (subjects) are assessed against Learning Focus Statements, which are derived from the [Victorian Curriculum F-10](#). Each statement is assessed on an aged-related five point scale;
 1. Well above standard
 2. above standard
 3. at standard
 4. approaching standard
 5. below standard
- all Learning Areas (subjects) will be assessed for Learning Habits, specifically Effort, Behaviour and Organisation.

Key features of Year VCE Reports

The progress reports, cycles 1, 2, 4 and 5 contain the following information.

- level of progress
- level of achievement
- appropriate use of class time
- consistency in meeting deadlines
- level of independence
- all work up-to-date
- overdue / incomplete work

Each report is collated, and the ongoing report document is uploaded to XUNO for students and families to download. The school notifies the students and families of the readiness of each report cycle via direct messaging.

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.

Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO 2.0 and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Professional Learning Communities (PLC)

Castlemaine 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.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Castlemaine 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. Additional meetings will also occur at the end of Term 1 and 3, allowing progress to be monitored regularly throughout the year. This information is available via the staff online hand book [Staff Central - Performance and Development Plans](#).

Mentor Program

CSC has a focus on a personalised and relationships based approach to working with our students. We continue to develop the Mentor Program to promote student and mentor conversations that support students in their academic, social and emotional education. The Mentor Teacher is the focal point of contact for communication between home and school, linking families with their child's teachers.

Communication

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

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 \(FISO\)](#)
- [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](#)

- [School Hours \(including variation to hours\)](#)

Policy Review and Approval

Policy last reviewed	13 September 2023
Approved by	Principal
Next scheduled review date	September 2026