



## PURPOSE

The purpose of this framework is to outline Geelong High School'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 at years 7 to 10 unless an exemption applies and that there are a broad range of curriculum pathways post Year 10.

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 is underpinned by DET policy and guidelines regarding curriculum frameworks, assessment and reporting.

## OVERVIEW

Geelong High School 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 further education, training or work.

Geelong High School aims to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community. Our school motto is "Prepares us for life". We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. The school values of RESPECT stands for Responsibility, Effort, Service, Positivity, Excellence, Creativity, Teamwork desired outcomes and we have high expectations that our students will commit to being supportive of each other as they strive for success as learners.

Our school 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 that is the basis for student learning.
- Curriculum planning that addresses the bands of schooling.
- 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](#)

Our school provides extensive pathways opportunities for students post Year 10 via senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Education (Vocational Major) and Vocational Education and Training (VET) in Schools.

## IMPLEMENTATION

The Year 7-10 Curriculum at Geelong High School is framed by the Victorian Curriculum 7- 10 framework and incorporates the eight key learning areas of The Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies. The Capabilities of Critical and Creative Thinking, Ethical, Intercultural and Personal and Social are also embedded into our curriculum programs. The use of Information and Communications Technology (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes. The Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10. It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment. The Victorian Certificate of Education (Vocational Major) is also available for students in Years 11 and 12. VCE-VM is based on applied learning and designed to:

- give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life.
- provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.
- Allows students to receive credit for on-the-job learning.

Students in Years 10-12 also have access to Vocational Education and Training (VET) in Schools. This is a vocationally oriented program that is part of either VCE-VM or VCE. It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework.

**Note:** The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and certification of both the VCE and the VCE VM.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

The school will ensure wherever possible that English as an Additional Language (EAL) is provided for class time at the school is structured into a weekly timetable, with 5 hours of learning per day, broken into five sixty-minute sessions.

The school has also implemented our Positive Education program to provide students with opportunities for increased connectedness to their teachers and peers and to explore the key tenants of Positive Education. Positive Education takes place for 60 minutes every Thursday in Home Groups.

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 Course Counselling Handbooks shared with families in Term 2 each year.

### Language provision

Learning a “Language Other Than English” is an essential tool for life in the 21st Century. Geelong High School offers Japanese. Japanese is provided across all year levels and not only opens career pathways but also provides our students with a deeper understanding of the culture of people in other countries. To support our studies of Japanese we have developed rich relationships between students and teachers connected to schools in Japan and regularly run an international trip there. This is particularly valuable in developing the language skills of our students.

### Pedagogy

At Geelong High School we continue to focus on a common instructional model, the adoption of high impact teaching strategies and pedagogical practices, and the use of high-quality feedback mechanisms. This occurs with an emphasis on collaboration in teaching teams and Professional Learning Communities to ensure that there is a focus on learning improvement for every student. Geelong High School encourages a personalised approach to teaching and learning where every student’s education is structured and tailored to their needs via data driven instruction to support high levels of student engagement and attainment. To achieve this, the school provides developmental teaching and learning

programs that challenge and support students to build their skills and knowledge. The programs provide a comprehensive, broadly based, inclusive curriculum.

## Assessment

Geelong High School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy and VCAA VCE Study Designs. Students at our school 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 Geelong High School 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. Assessments are made visible in CompassLearning Tasks and include comments for parents to see the targets their students have.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are designed by teacher teams and are documented in the Curriculum Plans and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or oral presentations. Most assessments are test based, written with a pen and in timed conditions.
- 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.
- The school will develop Individual Education Plans (IEPs) for students who have additional needs), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- If applicable, the school will provide quality and meaningful education for Koorie students by using a range of strategies as described in the Marrung: Aboriginal Education Plan 2016-2026.
- 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 in Years 7-10 will be assessed using the Victorian Curriculum F-10 EAL.
- Teachers 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 and in line with VCE Study Designs and assessment advice.

## REPORTING

Geelong High School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, our school 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 against the Victorian Curriculum standards.

At Geelong High School we report on student progress twice throughout the year. A progress report is provided for every subject and contains a quick overview of Study Habits, Learning Relationships, Organisation and Effort.

In addition to our model of continuous reporting, we also provide semester reports that clearly identify student progress against the Victorian Curriculum standards.

Reports are in a written format easy for parents/carers to understand and are accessible in digital form.

Written comments are provided across the year on Learning Tasks in Compass for all Assessment Tasks.

- Geelong High School reports 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](#).
- VCE and VCE-VM Studies report directly against the stated Outcomes in the appropriate VCE VCAA Study Designs
- Both student achievement and progress are reflected in the College's continuous reporting cycles.
- 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 all Year 7-10 subject areas each semester. These reports will include an indication of progress from the last time the curriculum area was reported upon.
- 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.

## 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	Timeframe
<b>Whole school</b>	A Whole School Curriculum review will take place every four years.  The Leadership Team will document through its Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.	School Leadership Team, primarily members of the Curriculum Leadership team	Every 4 years
<b>Curriculum Areas</b>	Provision of subject offerings for Years 9-12 are determined for the following year based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.  Input will be sought from relevant Learning Domain Leaders when determining programs for the following school year.	Geelong High School Leadership Team	Term 3-4 each year
<b>Year level Subject Units and lessons</b>	Learning Area Leaders and Learning Area Teams review and refine units of work in an ongoing capacity.  Significant changes or refinements are made at the end of each year for the following year.  In doing this work, teams will take into consideration data on the outcomes of the current curriculum and pedagogy implemented.	Subject Year level teams & Professional Learning Teams	Ongoing throughout the year

### Review of teaching practice

Geelong High School reviews teaching practice via:

- Learning Area Leaders who meet twice termly and lead their Learning Area teams.
- 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.

## **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.