

Dromana College Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Dromana Secondary College by telephoning 03 5987 2805

PURPOSE

The purpose of this framework is to outline Dromana 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 plans.

OVERVIEW

Dromana 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.

Dromana 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](#)
 - [Strengthened approach to Holocaust education](#).

Dromana College is committed to offering a comprehensive and defined curriculum based on the Victorian Curriculum F-10.

Dromana College sets high expectations for all students and has a strong focus on academic achievement and the pursuit of personal excellence.

Dromana College encourages and supports creativity, innovation and initiative for young people by helping them to reach their aspirations in different fields of life. We provide high quality teaching and a safe and caring school environment.

Our purpose is to provide effective learning for all students. To provide a caring, inclusive and sustainable community in which students develop skills and personal qualities necessary to participate positively and confidently in a changing, global community while striving to achieve their personal best

Dromana College has some unique offerings including:

- 25 places in a Learning Extension and Acceleration Program in Years 7, 8 and 9, and entrance is based on a test and interview
- a range of enhancement programs are also offered in the fields of Performing Arts, Sport, and STEM
- single gender classes at Year 9 for English and Mathematics
- a strong Languages program with Indonesian and Japanese from Years 7 –10 and VCE.

IMPLEMENTATION

Dromana College implements a comprehensive and defined curriculum that ensures Dromana College students are given every opportunity to achieve their personal best. Dromana College prides itself on the continuous development and improvement of our Teaching and Learning program to meet the diverse needs of our students in an ever-changing world.

At Dromana College, class time is structured into a fortnightly timetable, with 300 minutes of learning per day, broken into four 73-minute sessions and a form assembly. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English	285
Mathematics	285
Sciences	170
The Arts	170
Health and Physical Education	250
Languages	170
Design and Technology	170
Total	1500

Language Provision

Dromana College will deliver Indonesian and/or Japanese as a Language, based on our geographical relationships within Asia.

Pedagogy

The pedagogical approach at Dromana College is underpinned by our Model of Effective Teaching and informed by High Impact Teaching Strategies.

Assessment

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

Students at Dromana 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 Dromana 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.
- Dromana College will develop Individual Learning Plans (ILPs) 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

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

- Dromana College will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, either the [EAL Companion to the AusVELS](#) or 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 across the Victorian Curriculum.
- 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 for where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

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

Dromana College has a clear focus on improving student learning outcomes by raising all student performance levels to individual personal best. The College's approach to this end is strategic in all dimensions – student experiences, capital resource management, human resource allocations and enhancing professional capacities.

Dromana College embraces the mandated DET strategies and expectations of improving student learning outcomes which includes:

- **Comprehensive Quadrennial Reviews**
- **Quadrennial School Strategic Plan**
- **Annual Implementation Plans**
- **Annual Self-Evaluations**
- **Annual Performance and Development Plans for all Staff and,**
- **Annual Community Reports.**

Additionally, Dromana College also undertakes strategies designed to micro-monitor and manage individual student learning achievement and growth. These strategies are evidence based and depend heavily on individual and cohort learning data of students. These practices are based on providing all teachers with easily accessible student data so that teachers can make highly informed judgements using the Victorian Curriculum and assess areas for growth on these continuums.

Annual Self-Evaluation

During Term 4 each year Dromana College undertakes a review and evaluation of the data collected throughout that year using the Panorama Report, (for that year). The process uses FISO and the FISO improvement cycle to identify priorities and challenges to develop the College AIP for the following year.

Self assessment of Panarama Data by:

- Leading Teachers
- Leading Teacher Staff Groups
- SRC Focus Groups

Domain Reflections and Self-Assesment of previous year VCE outcomes using VASS VCE Data Service and Professional Learning Facilitator

Collation of reflections into renewed goals for:

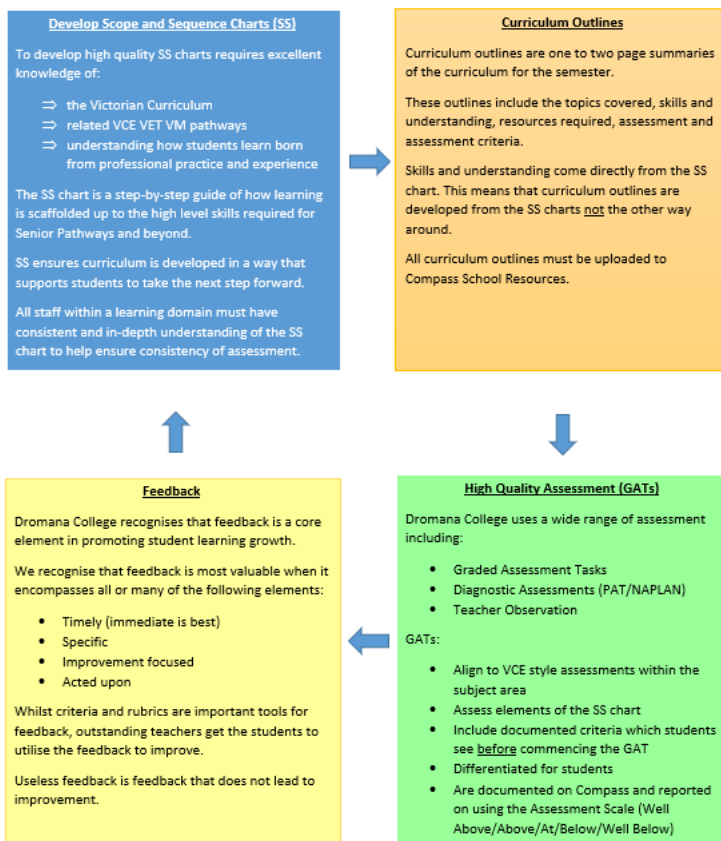
- College AIP
- Year Level Teams' Action Plans
- Domain Curriculum Review
- Domain Action Plans
- Staff PDP Goals

Curriculum Development and Review Teams

Staff are allocated to a Curriculum Team based on their primary teaching method. The work within these teams follows the Cycle of Curriculum Development and Review. These teams meet weekly.

Cycle of Curriculum Development

A consistent approach to the continuous improvement of our Learning and Teaching Programs.



Professional Learning Communities (PLC)

Dromana 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 Dromana 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.

For teaching staff, a number of strategies to enhance student learning outcomes are mandated and must be presented as evidence in their reflection process. These include:

- Student Learning Data
- 2 x Writing Tasks
- Evidence of explicit teaching of literacy and numeracy
- Evidence of engagement with Professional Learning
- 2 x Classroom Observations against the Model of Effective Teaching
- Evidence of Lesson Planning, Assessment Tasks and Feedback

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [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 \(including variation to hours\)](#)

This policy should be read alongside the Whole School Curriculum Plans.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2022
Approved by	Principal
Next scheduled review date	November 2024