



## Curriculum Framework

### Purpose

The purpose of this framework is to outline Lyndhurst 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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum pie and unit overviews.

### Overview

Lyndhurst 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.

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

Lyndhurst Secondary College empowers students for learning and life. Our curriculum is designed to meet the following core principles:

- Meet the academic and social needs of all learners
- Empower learners to have voice and agency in their learning
- Build successful, lifelong learners
- Create work-ready, employable people.

To give all learners best opportunities to succeed, we understand that learning opportunities need to develop alongside our young people/ therefore, our curriculum structure generally releases responsibility over the years, moving from a

structure of core curriculum with minimal choice, to a fully customised individual pathway. This enables students to take more control and responsibility for their learning as they progress through the stages, all with the guidance of support of their parents/cares and our staff.

Our college structure and associated curriculum is based on three distinct sub school stages, each with their own identity and focus. By moving successfully through these stages we aim for all learners to be able to move into the fourth phase where they attain and enter their desired pathways. These four phases together form our school-wide philosophy for learning over the years:

- Launch (years 7 & 8)
- Explore (Years 9 & 10)
- Achieve (Years 11 & 12)
- Pathways (post-secondary schooling)

## Implementation

Lyndhurst Secondary College implements a curriculum that sees:

- All students in Years 7 - 10 undertake year-long programs in English / EAL and Mathematics
- All students in Years 7 - 9 undertake year-long programs in Science, Humanities (all disciplines) and Physical Education
- Guided and free choice subject options for Years 9 & 10 students
- All students in Years 7 & 8 undertake Drama, Art, Music & Media
- All students in Years 7 & 8 undertake Woodwork, Textiles, Food Studies & Systems / Digi Tech
- All students in Years 7 & 8 undertake a semester of STEAM at each year
- All students in Years 7 & 8 undertake a semester of Languages each year (Hindi)
- All students attend daily homegroup sessions and weekly mentor sessions

## Language provision

Lyndhurst Secondary College will deliver Hindi as a Language, based on creating a connection with Asia and the Asian culture. One of our feeder Primary Schools teach Hindi so it was an obvious progression.

## Pedagogy

The pedagogical approach at Lyndhurst Secondary College recognises that students learn best when programs cater for their individual needs and talents. At Lyndhurst Secondary College, we ensure that the curriculum offers a rich and diverse range of learning strategies so that these needs and talents are catered for. We provide a support network within our Sub School Teams consisting of Sub School Leader, Team Leaders and Home Group Teachers. Staff in these roles work together to identify any issues that may affect student progress.

At Lyndhurst Secondary College all classes follow the Teaching & Learning Model (pictured below). All classes begin with a *tuning in* activity followed by *purposeful learning* which is the majority of the lesson, finally lessons finish with a *reflection* activity.

## Assessment

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

Students at Lyndhurst 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.

- Teachers at Lyndhurst 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 Unit Overview Tools. 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.
- Lyndhurst 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

Lyndhurst Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Lyndhurst 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 Lyndhurst Secondary College the report will be in a written format easy for parents/carers to understand and will be accessible in digital form or hard copy on request.

- Student assessment information is made available through Compass as the assessments are completed. This means that students and parents can see this information before the traditional end of the semester reporting cycle. At Lyndhurst Secondary College, we refer to this as 'Continuous Reporting'. Teachers use Compass to provide written feedback to students on one summative assessment task per term.
- Lyndhurst 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).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Learning Conferences, 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.
- Progress Reports are completed once a term by subject teachers. Progress Reports assess four learning behaviours – punctuality, effort, preparedness, and task completion. The behaviours are scored to give a grade point average (GPA). Sub School Teams follow up with students based on their GPA.
- Semester Reports are completed twice a year. These reports provide information on student attendance, achievement against Victorian curriculum achievement standards, VCE or VCAL outcomes and learning behaviours.

## 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.

In 2023 Lyndhurst Secondary College implemented a new curriculum that provides greater choice and pathways for our students especially those in Years 9 – 12. The curriculum will be reviewed termly by the Learning Areas, led by the relevant Learning Area Leader.

### Professional Learning Communities (PLC)

Lyndhurst 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 in line with department expectations to:

- support Lyndhurst 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.

## 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:
  - Whole school curriculum pie
  - Unit Overview Tools
  - Teaching and learning program for each year level

## Policy Review & Principal

Policy last reviewed	16/2/2023
Approved by	Eloise Haynes
Next scheduled review date	16/2/2024