

CURRICULUM FRAMEWORK POLICY



Help for Non-English Speakers

If you need help to understand the information in this policy, please contact Braybrook College on 9312 2900 or braybrook.sc@education.vic.gov.au.

PURPOSE

The purpose of this framework is to outline Braybrook 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/parents.

This curriculum framework should be read alongside our whole school Curriculum Timelines.

OVERVIEW

Braybrook 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.

Braybrook 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 separate whole-school Curriculum Timelines that document our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents/carers 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](#)
 - [Holocaust Education – Delivery Requirements](#)

Braybrook College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours.

At Braybrook College, our curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include a use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

At Braybrook College, the Curriculum Committee will determine the curriculum program 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 the relevant staff in the curriculum area when determining programs for the following school year.

Our school will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A)

- comply with all Department of Education guidelines about the length of student instruction time required in Victorian schools
- offer a broad range of programs to meet the demands of students and ensure these are designed to enhance effective learning
- in line with the Department of Education, place a high priority on the teaching of Physical and Sport Education, LOTE and EAL
- prepare young people for the transition from school into further education and careers

At Braybrook College, class time is structured into a weekly timetable, with 4.8 hours of learning per day, broken into 6 x 48 -minute sessions.

Braybrook College adopts a home group structure to provide students with opportunities for increased connectedness to their teachers and peers. Home group classes are held for 30 minutes per week.

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 Timelines.

1. Language provision

Braybrook College will deliver Vietnamese as a Language, based on our significant Vietnamese-speaking population within our demographic.

2. Pedagogy

The pedagogical approach at Braybrook College is in accordance with FISO 2.0. Our teachers use a number of Instructional Framework Models (E⁵, GANAG and Gradual Release of Responsibility – GRR) to ensure explicit, common and shared models of instruction are used that are evidence-based and incorporate high impact teaching strategies (HITS) in all lessons.

3. Assessment

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

Students at Braybrook 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 Braybrook 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/carers 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.
- Braybrook College will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program), Koorie students and students in 'Out of Home' care, in consultation with students, /carers 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.

4. Reporting

Braybrook College reports student progress to parents/carers in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Braybrook 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 Braybrook College progress reports are issued to parent/carers in both Terms 2 and 4. Parent/Teacher interviews are conducted in Terms 1 and 3 where parents/carers are invited to discuss their child's progress at the Parent/Teacher Interviews.

The progress 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.

- Braybrook College will report directly against the Victorian [Curriculum F-10 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/learning dimensions
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or Year Level Coordination Teams.

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.

5. 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
Whole school	The Curriculum Committee will meet regularly to track the whole school curriculum. The Leadership Team and Faculty Leaders will review data and identify potential curriculum areas that require focus. Data analysed will include, but not be limited to, NAPLAN, On Track, VCE Data Service and VCE Examination Results Service, PATM and PATR and teacher judgments based on learning outcomes in the Victorian Curriculum 2.0. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department of Education and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.	Curriculum Committee	Annually
Curriculum Areas		Faculty Coordinators/Curriculum Committee	Annually
Year Levels - Units and lessons		Faculty Coordinators	Annually

Review of teaching practice

- 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.

COMMUNICATION

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

- Provided to staff at induction
- Available on Compass (In the School Information Folder)
- Discussed at staff meetings 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 \(FISO 2.0\)](#)
- [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 Timelines
- teaching and learning program guidelines
- unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	22 nd April 2025 (To be reviewed every four years)
Consultation	Curriculum Committee/Faculty Coordinators – 22 nd April 2025
Approved by	Principal
Next scheduled review date	Before April 2029

Appendix A

Curriculum Plan and Time allocations

Years 7 - 12

The Year 7 -10 curriculum is based on the Victorian Curriculum 2.0. The timetable is structured on a weekly basis.

The VCE, VCE Vocational Major, Victorian Pathways Certificate and VET curriculum is based on the Victorian Curriculum and Assessment Authority's Study Designs/Guidelines.

Each period is 48 minutes, except on alternative bell days. The breakdown of the weekly cycle is as follows:

YEAR LEVEL	KLA/SUBJECT/DOMAIN	PERIODS/BLOCKS/TIME
Year 7 & 8	Core Subjects – English/EAL Humanities Maths Science	4 periods per week 4 periods per week 5 periods per week 3 periods per week
	Literacy LOTE- Vietnamese (Optional) PE/Health/Sport Music	2-4 periods per week 2 periods per week (instead of Literacy) 4 periods per week 2 periods per week
	Drama/Art Craft (3 per semester) (Art, Home Economics, Ceramics, Textiles, Woodwork, Graphics)	2 period per subject per week
Year 9 & 10	Core Subjects – English/EAL Humanities Maths Science	5 periods per week 4 periods per week 5 periods per week 4 periods per week
	3 Specialist Subject electives (representing a broad range of subjects):	4 periods per subject per week
	There is the possibility for Year 10 students to complete an accelerated Year 11 subject depending on timetabling constraints, number of Year 11 students and ability.	5 periods per subject per week
Year 11	6 subjects based on student choice and achievement. There is the possibility for Year 11 students to complete an accelerated Year 12 subject depending on timetabling constraints, number of Year 12 students and ability.	5 periods per subject per week
Year 12	5 subjects based on student choice and achievement.	5 periods per subject per week