CURRICULUM FRAMEWORK POLICY
Policy 2025-2026

Help for non-English speakers

If you need help to understand this policy, please contact Roxburgh College on 9930 8100

Purpose:

The purpose of this framework is to outline Roxburgh College 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, domain, year level and unit / lesson curriculum plans.

Overview:

Roxburgh 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.

Roxburgh 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
  - Sexuality and Consent Education
  - Holocaust Education – Delivery Requirements

Emphasis has been placed within the College on students achieving academic excellence through a comprehensive Years 7–10 curriculum that covers English, Mathematics, the Arts, Languages other than English (Italian, Turkish and Japanese), Health & Physical Education [incorporating Respectful Relationships] Science, Humanities and Technology. Programs are developed in sequential fashion from Years 7 to 9 with the opportunity for elective subjects at Year 9 and 10. From Year 10, students may also select from a range of VET courses which provide pathways to careers and further training.

The VCE at the College is structured so students can achieve excellent results in a variety of courses. They can study subjects which provide for entry into university and those which provide the student with excellent opportunities to learn skills in a variety of areas.
Subjects such as Accounting, Art, Biology, Chemistry, English, Human Development,

Legal Studies, Materials Technology, Mathematics, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

Implementation:

At Roxburgh College, class time is structured into a weekly timetable, with five hours of learning per day, broken into five 58-minute sessions and a 10-minute form assembly in the morning.

As well as the morning form assembly, Roxburgh College has a 58-minute Connect session for all year 7-11 students each week to provide students with opportunities for increased connectedness to their teachers and peers. Year 12 students have one 58-minute CEP (Career Education Program) class per week to support them in planning for their career pathway after Secondary School.

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 area, year level and unit / lesson curriculum plans. The guaranteed and viable Curriculum at Roxburgh College meets the VCAA requirements for Years 7 – 10, including a focus on Core Subjects for the Middle School (English, Mathematics, Science, Humanities, Health and PE, The Arts) and limited Elective choices available for Years 7 and 8, increasing in Years 9 and 10. Senior School subjects, including the pathways of VCE, VCE-VM and VPC are offered in line student choice. VET subjects are a core element of the Senior School, with a range of subjects being offered and delivered and augmented by the Trade Training Centre.

Mathematics and English Learning Domains have completed the transition to the Victorian Curriculum 2.0 for the beginning of 2025 academic year. All other Learning Domains are in the process of transitioning to the new curriculum, as per the DE timeline.

Language provision

Roxburgh College will deliver Italian, Turkish and Japanese as languages, based on our staffing profile, for Years 7 to 9 in accordance with VCAA requirements. Students in Year 10 can extend their knowledge and skills in their chosen Language, as well as the provision for continuing into VCE dependent on student choice.

Pedagogy

In accordance with FISO 2.0, Learning and Wellbeing are at the centre of all curriculum documentation, planning and delivery of instruction. The underpinning elements of Assessment, Leadership, Teaching & Learning, Support & Resources and Engagement are fundamental in all Curriculum planning and delivery.

The pedagogical model at Roxburgh College follows the 'I do, We do, You do' approach. Lessons are constructed for a gradual release of responsibility, where the teacher is leading by modelling the skills and knowledge (I do), where there is co-construction of knowledge and skills between students and the teacher (We do), and where the students participate in individual demonstration of knowledge and skills (You do). The model of gradual release enables staff to meet the Wellbeing and Learning needs of students in conjunction with meeting their learning needs.

The College is in the process of refining the alignment of our Pedagogical model and instruction practices with the Elements of Learning and the Elements of Teaching as prescribed by the VTLM 2.0. The initial investigation of our model reveals a considerable level of consistency with the VTLM 2.0.

Assessment

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

Students at Roxburgh 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. Students in Years 7 – 10 undergo a 6-week learning cycle, with formative and summative occurring at timely intervals. Assessments are designed to have multiple points of entry for students, so that success can be measured based on the student's Zone of Proximal Development.

Alternative modes of assessment are also used, so that student knowledge and skills can be demonstrated in multiple ways.

- *Teachers at Roxburgh 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.*
- *Roxburgh 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

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

Assessments are based on learning behaviours and academic performance and are communicated with families on a regular basis. The College provides a cycle of continuous reporting, with Learning Task Comments available at the end of the 6-week cycle, and Interim Reports reflecting the progress in Learning Behaviours once per term. End of semester reports are being further enhanced by the addition of an end of term update in preparation for Parent-Teacher conferences, which are held twice per year.

At Roxburgh College updates the Victorian Curriculum achievement standards of students twice a year for all Learning Domains in accordance with DE policy. Demonstration of competencies are reported for all VET subjects at the end of each academic year. Final S or N results are submitted in accordance with VCAA requirements for all VCE, VCE-VM and VPC subjects via the VASS portal.

The 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.

- *Roxburgh 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).*
- *Roxburgh College will use either a learning goals scale or a learning dimensions scale for other areas of the 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 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
Whole school	Whole school curriculum is reviewed annually through the Curriculum Committee, with updates based on VCAA guidelines and student choices for subjects.	Curriculum Committee Assistant Principal (Teaching and Learning) School Council	Once per year
Curriculum Areas	Curriculum areas (Domains) review and update their units once per year in line with the subject selection process, and in line with DE policies and changes.	Curriculum Committee Domain Leaders	Once per year
Year levels	Curriculum Maps are updated once per semester for Years 7 to 9. Senior school curriculum is reviewed and updated once per year in line with our Subject Selection processes. VCE, VCE-VM and VPC, and VET subject curriculum is reviewed and updated per VCAA updates (study design revisions).	Domain Leaders PLC Leaders Curriculum Committee Assistant Principal team	Once per semester Once per year
Units and lessons	Staff conduct reviews of units and lessons at the completion of each Learning Cycle in PLC meetings.	Domain Leaders PLC Leaders	Three times per semester

Review of teaching practice

Roxburgh College reviews teaching practice via:

- 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.

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

Communication:

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

- Included in staff induction processes
- Discussed at staff briefings or meetings, as required
- Included in our staff policy handbook
- Made available in hard copy from school administration upon request
- Uploaded to our school website

Policy Review and Approval:

Policy last reviewed	May 2025
Approved by	Principal and School Council
Next scheduled review date	May 2026