

# Curriculum Framework Policy

2023-2026



## Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

## Purpose

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

This curriculum framework should be read alongside our whole school, domain area, year level and unit / lesson curriculum plans.

## Overview

Hampton Park 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.

Hampton Park 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](#)
  - [Sexuality and Consent Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Hampton Park Secondary 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 Hampton Park Secondary 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 the 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

### Curriculum

Hampton Park Secondary College structures its curriculum into three stages or 'programmes': Explore (Year 7), Enhance (Year 8 and 9), and Excel (Year 10, 11 and 12). These programmes recognise the unique needs of each student as they engage in their secondary education and allow learning to be transformative, dynamic, and focused upon growth. In Years 7-10, students will undertake a combination of core subjects, guided choice (where they are required to choose a subject from specified domain areas) and free choice subjects.

Teachers use the Understanding by Design (UbD) framework to plan curriculum, where teachers look at the desired outcomes at the end of the unit of study in order to design curriculum units, assessments, and classroom instruction. UbD is an example of backward design, the practice of looking at the outcomes first, teachers then shape their lessons to build student understanding towards achieving the desired outcome.

Hampton Park Secondary College adopts a Mentor Program to provide students with opportunities for increased connectedness to their teachers and peers. The Mentor Program runs for one period a week and addresses the Hampton Park Secondary College pillars: Learning, Pathways and Connectedness.

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 can be found in the Hampton Park Secondary College subject handbook on the school website.

## Language provision

Hampton Park Secondary College will deliver Japanese, French and Arabic as Languages, based on feedback from our school community (survey completed in 2023).

## Pedagogy

The pedagogical approach at Hampton Park Secondary College is based on the Gradual Release of Responsibility (GRR) framework. The GRR instructional framework purposefully shifts the cognitive load from teacher-as-model to joint responsibility of teacher and learner, to independent practice and application by the learner. GRR is recursive, and a teacher might reassume responsibility several times during a lesson to re-establish its purpose and provide additional instruction.

Teachers need to know their students and content well, and by regularly assessing students' understanding they can purposefully plan interrelated lessons that transfer responsibility from the teacher to the student. The High Impact Teaching Strategies can be used throughout all phases.

## Assessment

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

Students at Hampton Park 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 Hampton Park 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 Understanding by Design unit plans. 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, exemplars, etc.) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Hampton Park Secondary College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (NOTE: this will change to the Disability Inclusion Program in 2024), 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.
- Staff will participate in moderations and cross marking of assessment tasks involving assessment rubrics and exemplars so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## Reporting

Hampton Park Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Hampton Park 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 Hampton Park Secondary College, reporting is broken down into three formats:

### 1. Reportable Learning Tasks:

- Occur at the end of a unit of work (as a summative task) to evaluate student learning by comparing it against the [Victorian Curriculum F-10](#) achievement standards, relevant VCAA study design, etc.
- Are formal assessments (CATs, SACs, SATs, ALATs)
- Comprise written feedback and a final performance result (currently this is a grade or marks out of). Feedback to students is structured as:
  - How are you going? (Feedback)
  - Where to next in your learning? Feed up)
  - How can you get there? (Feed forward)
- Are continuously reported through Compass. There is a due date set, written feedback is provided, and the final performance result is made 'visible' for students and parents/carers to see, ideally within three weeks of the submission of the assessment.

### 2. Progress Reports:

- Involve reporting against the five Hampton Park Secondary College Learning Habits:
  - Pursues Excellence
  - Uses feedback for learning
  - Collaborates for learning
  - Behaves for learning
  - Organises for learning
- Occur once per term per subject.
- Involve teachers referring to the learning habits rubric.

### 3. Semester Reports:

- Include the publication of the grades for linked reportable Learning Tasks.
- Include an evidence-based teacher judgement against the Victorian Curriculum Values (Progression Points) and selected Victorian Curriculum Capabilities.
- 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).

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.

Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders. Student 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 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>	The College has contextualised the VCAA templates to develop four layers of mapping. Each year at the end of the year, the Layer One Whole School Curriculum Map is reviewed and updated in line with changes made in below areas. The map is checked against the Victorian Curriculum Learning Areas to ensure all areas are covered and to identify areas for improvement.	LT – Curriculum and Pedagogy	Once a Year at the end of the year
<b>Curriculum Areas</b>	Each year prior to the process of student course counselling and subject selection for the following year, Domain Leaders and Domain Teams review and reflect upon the success of subjects and curriculum of the current year. Need for change that is identified, along with any suggestions for change are communicated through the Domain Leader to the AP – Teaching and Learning and LT – Curriculum and Pedagogy.	AP – Teaching and Learning LT – Curriculum and Pedagogy Domain Leaders	Once a Year Prior to Course Counselling

<b>Year levels</b>	Year Level review forms a part of the Curriculum Area Review where the breadth and depth of offerings are checked against the Victorian Curriculum and against the College's VCE/VCE-VM offerings.	AP – Teaching and Learning LT – Curriculum and Pedagogy Domain Leaders Teaching Teams/Leaders	Once a Year as a Part of Curriculum Area Review
<b>Units and lessons</b>	Year level Teams/Leaders meet regularly throughout the year to review/revise/adjust Learning Sequences and Assessments based on reviewing their teaching and outcomes through reflection and data, as well as findings from the moderation process.	Domain Leaders Teaching Teams/Leaders	Ongoing throughout the year
<b>Layer of review/planning</b>	<b>Process and data used</b> [Outline how this level of planning works in the school and what data or tools are used to inform the review]	<b>Responsibility</b> [Who is responsible?]	<b>Timeframe</b> [Frequency and completion timeframe]

### Review of teaching practice

Hampton Park Secondary 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 (currently the Statement of Expectations), 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 the Hampton Park Secondary College Subject Handbook which can be found on the school website.

## Policy review and approval

Policy Last Reviewed	Nov 2023
Approved by	Principal
Next Reviewal Date	Nov 2026

## Appendix 1: Curriculum Storage Framework

### AIM

1. To create a curriculum filling system at HPSC that is consistent, logical, sequential by following the learning sequence of all subjects.
2. It is anticipated that this will help reduce the cognitive load on all teaching staff so more time can be spent 'teaching' and less time spent searching for resources.

### DOMAIN LEADERS

Domain Leaders have the overall responsibility for leading their Learning Domain, including ensuring there is a guaranteed and viable curriculum for every subject. Part of this responsibility is to oversee the curriculum filing system for their domain, ensuring current and quality curriculum resources are filed according to the agreed Curriculum Storage Framework.

### SUBJECT CONVENER

Subject conveners are teaching staff who take responsibility of a specific subject in their Domain. Depending on need, they may have a team of teachers who work in the same subject or area (or teachers who wish to teach the subject in the future), but the Subject Convener is the line manager for the team and reports directly to the Domain Leader.

### SUBJECT CONVENER ROLE DESCRIPTION

1. Responsible for moving content across to Compass in accordance with the agreed storage framework.
2. Responsible for ensuring all content is present as per the learning sequence
3. Responsible for auditing the content during the course of the Semester to ensure it is up to date and free from clutter.
4. Builds in VCE based language/skills where appropriate (graph/data analysis, instructional terms)
5. At the end of each Semester checks that Compass resources are current and if necessary, removes and uploads 'up to date' documentation.
6. At the start of each Semester, the Subject Convener 'pushes' out the compass resources to each teacher teaching the same subjects. This includes CATs and SACs.

### TIME

Staff are given some time in the meeting schedule (Domain A and B meetings) to maintain Compass resources adhering to the agreed filing system and push out resources as needed.

### PLATFORMS

**Compass School Resources:** All core teaching and learning resources are stored on compass to create a guaranteed and viable curriculum for the college. Documents relating to the whole school Teaching and Learning Framework will be found here under the folder Teaching and Learning Resources.

**Microsoft Teams:** All *supplementary* resources are stored on Teams. The purpose of Teams is for communication, constructing NEW curriculum and sharing complimentary resources. Curriculum being taught in real time should not be shared on Teams to avoid multiple versions of documents and confusion amongst teachers. At the end of each year the I.T team will archive each Domain Team and transfer Files to the next year's Domain Team that IT will set up. Channels are to be set up for each subject taught within that Domain.

**Microsoft 365:** No curriculum should be stored on 365.

**Compass School Documentation:** Domain meeting minutes are uploaded here.

## COMPASS SCHOOL RESOURCES

CHECKLIST	TICK WHEN 100% COMPLETE	SIGNED OFF BY DOMAIN LEADER
1. Subject UbDs & Learning Sequence are current and located in the Curriculum Folder.		
2. Subject assessments (CATs, Rubric, Exemplar) are current and located in the Assessment Folder.		
3. Out of date resources are archived in the previous year folder.		
4. The curriculum and assessment documents have been checked carefully i.e. current, correctly titled, quality.		
5. At the end of each semester, after teaching each subject, changes to documentation are completed and the most 'up to date' documents replace existing documents on Compass.		

## COMMON ASSESSMENT TASK CHECKLIST

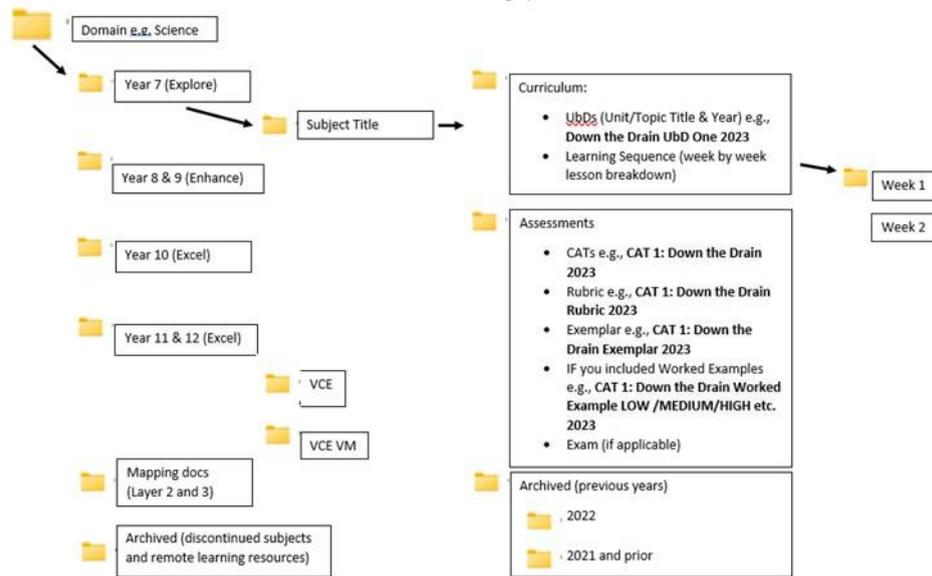
	ITEM ON ASSESSMENT TASK TO BE CHECKED	YES or NO	PERSON IN CHARGE	DONE
1.	Does the assessment cover sheet include the HPSC logo			
2.	Are the assessment 'conditions' present on the cover sheet? Conditions include: <ul style="list-style-type: none"> <li>Exact time given for assessment to be completed (60 minutes for example)</li> <li>Permitted resources (cheat sheet, laptop, pen, calculator etc.)</li> <li>Environment (quiet or working in groups etc.)</li> </ul>			
3.	Does the assessment include the key instructional terms used in H/PE (this is not essential, but a good idea)			
4.	Does the assessment reflect the curriculum?			
5.	Do the questions progress in complexity from lower to higher order tasks (from 'list' to 'compare/contrast' or 'analyse' for example)			
6.	Does the assessment include a data analysis or graph reading question(s) (not essential, but ideal)			
7.	Does the assessment require a rubric (if it is not a test) If yes, does the rubric reflect the skills required to complete the assessment?			
8.	Does the rubric link with reporting assessment comment banks (above the level, at the level, below the level etc.) so that staff are reporting on the skills met/not met in the assessment			
9.	Once signed off as 100% complete, has the final version of the assessment been uploaded to Compass where the subject convener can push it to multiple same classes			

<b>Consistent assessment formatting</b>	Signed off as 100% complete by: <b>Subject Convener</b> = <b>Head of Department</b> = <b>Date</b> =
<b>Curriculum based</b>	
<b>Linked with assessment rubric and reporting</b>	

## GUARANTEED ONLINE CURRICULUM

COMPASS SCHOOL RESOURCES

Universal Filing System for Domains



## COMPASS – NAMING CONVENTIONS

Outlined below are the naming conventions that must be used for all Compass Learning Tasks (formative and summative).

### Year 7-10 VIC Curriculum

- Term – Week – Homework Task – Title
- Term – Week – Classwork Task – Title
- Year – CAT – Subject – Title

### VCE/VCE VM/VET

- Term – Week – Homework Task – Title
- Term – Week – Classwork Task – Title
- Unit – SAC – Subject – Area of Study – Outcome # - Title

### VCE VM

- Term – Week – Homework Task – Title
- Term – Week – Classwork Task – Title
- Year – Subject – VM Assessment - Title