

CURRICULUM FRAMEWORK POLICY

2025 - 2028



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 policy shows how the school:

- Organises its curriculum to address the required eight learning areas
- Delivers its curriculum through our organisational and pedagogical practices and
- Reviews our curriculum and teaching practice/processes

This policy should be read alongside the documents below which are available on our College website and our school management system (Compass).

- Whole school Curriculum Map (Year 7-10)
- Curriculum Area Maps
- Year Levels Maps
- Learning Sequences
- Curriculum Pie
- Student Timetable samples
- Assessment and Reporting Policy

OVERVIEW

Hampton Park Secondary College is committed to lifelong learning. Our community is inclusive, supportive and nurturing, where diversity is valued and celebrated. Our curriculum, culture of excellence and high expectations, challenges our students to reach their potential and achieve one years learning growth each and every year. We encourage our students to be responsible citizens and transfer the skills they have learned through the curriculum, outside our gates.

Our staff provide all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and make a successful transition from school to work, training, or further education based on the [Victorian Curriculum F-10](#) and the [Senior School Reform](#).

In line with the [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines](#) and the relevant Administrative Handbooks [General VCE](#) and [VPC](#), our College is committed to:

- A defined curriculum content, as the basis for student learning
- Curriculum planning that is based on bands of schooling rather than year level
- Developing and publishing a separate whole-school curriculum plan that documents our approaches

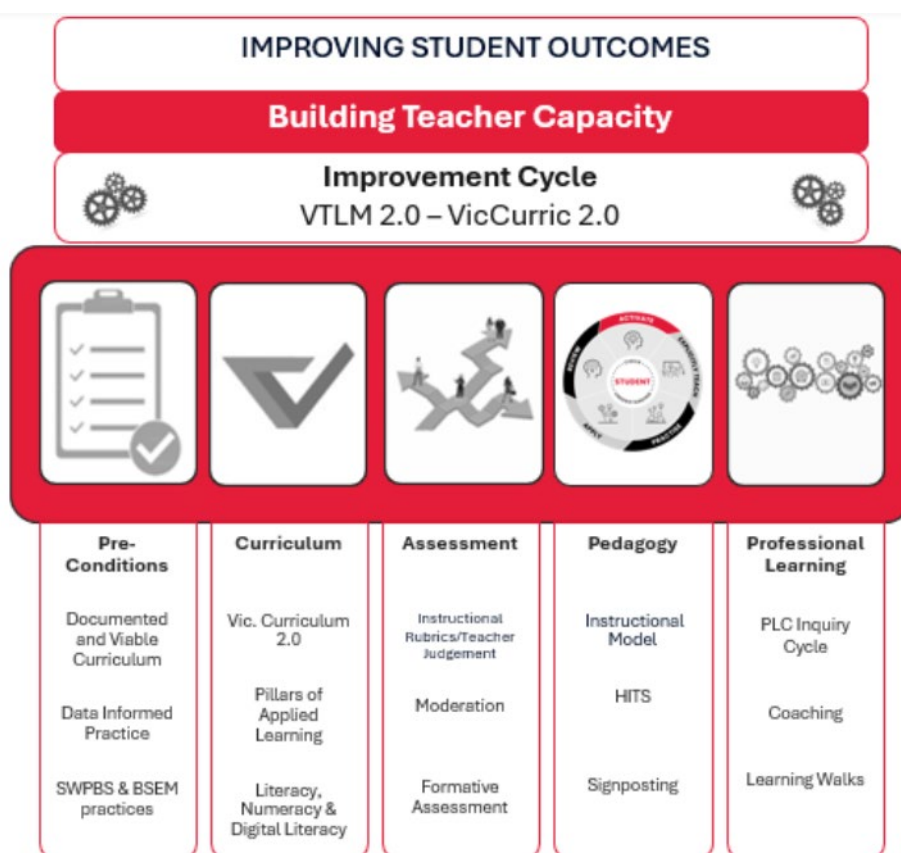
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10 policy](#)
- Complying with Departmental policies relating to curriculum provision, including:
 - [Career Education Funding – Accountability and Reporting Requirements](#)
 - [Holocaust Education – Delivery Requirements](#)
 - [Physical and Sport Education – Delivery Requirements](#)
 - [Sexuality and Consent Education](#)
 - [Teaching and Learning Resources – Selecting Appropriate Materials](#)
 - [Assessment of Student Achievement and Progress for Foundation to 10](#)
 - [Reporting Student Achievement and Progress for Foundation to 10](#)

IMPLEMENTATION

Teaching and Learning

College Vision for Teaching and Learning: At Hampton Park Secondary College every student achieves personalised success through the delivery of consistent high quality teaching practice.

Our **Teaching and Learning Framework** captures our whole school areas of focus aligned with the priorities of the Department. Our framework is used by all teachers as a reflective tool and ensures teacher clarity in our direction. Our model will continue to adapt and evolve, as we shift our focus each year. An updated version will be shared with staff and referred to in all Teaching and Learning conversations held across the College.



At Hampton Park Secondary College all staff share the collective responsibility to continually improve the learning outcomes of our students. We strive to embed a high-quality curriculum and rigorous and consistent assessment and reporting practices.

Curriculum Design and Implementation

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)

Each programme recognises the unique needs of students as they engage in their secondary education and allows learning to be transformative, dynamic, and focused on learning growth across the developmental stages. In Years 7-10, students undertake a combination of core subjects, guided choice (where they are required to choose subjects from specified domain areas) and free choice subjects (except in Year 7, where our focus is on building a strong transition into the College and building skills across the curriculum areas).

Teachers use departmental tools to plan a comprehensive curriculum and to ensure all required skills are sequentially taught and assessed. Our Teachers plan their curriculum, looking at the desired outcomes and skills required for success at the end of the unit of study, to design curriculum units, assessments, and classroom instruction that caters for the identified skills across the years.

A detailed structure of our learning program in Years 7-10 is included as an appendix item at the end of this document (Appendix 2); however, a snapshot is below.

Year 7					Year 8			
	Semester One	Semester Two	Period Count P/W			Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL		4		Subject / Line 1	English/EAL		4
Subject / Line 2	Maths		4		Subject / Line 2	Maths		4
Subject / Line 3	Humanities- Year long		4		Subject / Line 3	Humanities- Core	Humanities- Elective	4
Subject / Line 4	Science- Year long		4		Subject / Line 4	Free Choice- Elective	Science- Core	4
Subject / Line 5	Health/PE- Year long		4		Subject / Line 5	Health/PE- Core	Health/PE- Elective	4
Subject / Line 6A	STEM/Arts- Elective	STEM/Arts- Elective	2		Subject / Line 6	STEM/Arts- Elective	STEM/Arts- Elective	4
Subject / Line 6B	STEM/Arts- Elective	STEM/Arts- Elective	2		Mentor/Connect	Mentor/Connect- Year long		1
Mentor/Connect	Mentor/Connect- Year long		1					Total = 25
			Total = 25					
Electives- Note: interchangeable across Semesters					Electives- Note: interchangeable across Semesters			
Year 9					Year 10			
	Semester One	Semester Two	Period Count P/W			Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL		4		Subject / Line 1	English/EAL		4
Subject / Line 2	Maths		4		Subject / Line 2	Maths		4
Subject / Line 3	Free Choice- Elective	Humanities- Core	4		Subject / Line 3	Health/PE- Core	Health/PE- Elective	4
Subject / Line 4	Science- Core	Science- Elective	4		Subject / Line 4	Science- Elective	Humanities- Elective	4
Subject / Line 5	Health/PE- Core	Health/PE- Elective	4		Subject / Line 5	STEM- Elective	Arts- Elective	4
Subject / Line 6	STEM/Arts- Elective	STEM/Arts- Elective	4		Subject / Line 6	Free Choice Elective	Free Choice Elective	4
Mentor/Connect	Mentor/Connect- Year long		1		Ment/Conn	Mentor/Connect- Year long		1

For Years 11 and 12, sample timetables are included as an appendix item at the end of this document (Appendix 3).

Minutes of Instruction:

Period length is 60mins. This equates to:

- 1500mins per week of instruction time at Year 7-10
- 1440mins per week of instruction time at Year 11 (6 subjects) and 12 (5 subjects, plus supervised study) – with additional SAC/Assessment time provided as required

Hampton Park Secondary College also runs a Connect Program, through the lines, for students in Years 7-10, to provide students with opportunities for increased connectedness and a deeper understanding of self. The Connect Program runs for one period a week.

In Years 7 -9 the focus is on:

- Self-reflection and goal setting, supported through the development of Student Learning Portfolios
- Careers and Pathways Education
- Social and Emotional Learning, facilitated through the implementation of Berry Street Strategies and our approach to School Wide Positive Behaviours

In Year 10, students focus primarily on developing their understanding of Careers and Pathways Education through the study of one WRS unit (Work Related Skills), from the VCE Vocational Major. This unit also supports students to access and engage with meaningful Work Experience. Social and Emotional Learning and self-reflection and goal setting is explicitly taught through relevant subjects where the capabilities are reported and assessed against.

Language provision

Hampton Park Secondary College has an exemption from the delivery of languages as most of our students have English as their second language. Many of our students are not literate in their first language and due to the gaps that exist, we must ensure students focus on building the building blocks of English language first.

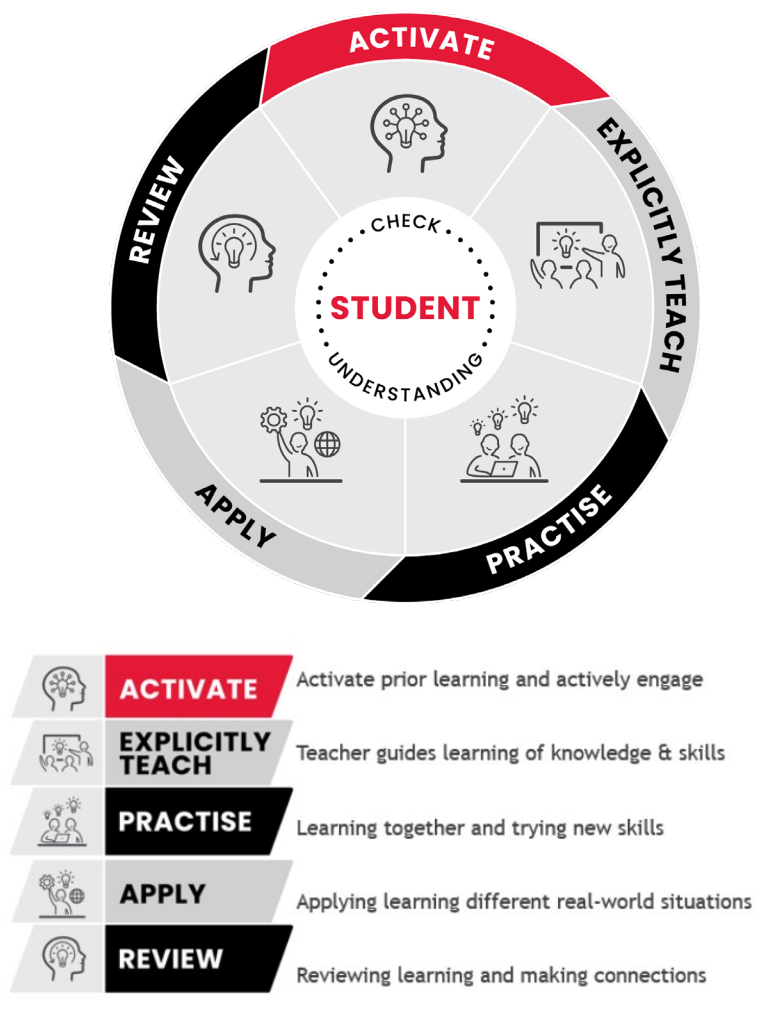
We do however offer languages, as a **free choice elective** to students in Years 8, 9 and 10, and in the **STEM/Arts Elective** block in Year 7. The Languages on offer, are Japanese, French, Persian and Arabic. Student choice guides the languages we run at HPSC.

Pedagogy and Instruction

Our **Pedagogical approach** is shaped by the VTLM 2.0, to ensure best quality practice across the College, informed by the latest evidence and research on how students learn (The Science of Learning). Our approach is based on the Gradual Release of Responsibility framework embedded within the practice of Explicit Teaching. This approach purposefully shifts the cognitive load from teacher-as-model to joint responsibility of teacher and learner, to independent practice and application by the learner. Our model is recursive, where a teacher might reassume responsibility several times during a lesson to re-establish its purpose and provide additional instruction. Teachers know their students and content well, and by regularly checking for understanding, they purposefully plan interrelated lessons that transfer responsibility and build on acquired knowledge.

Our **Instructional Model**, which brings to life our pedagogical approach, has 5 phases of learning – Activate, Explicitly Teach, Practice, Apply and Review. This intentional shift has helped us to lead targeted and sequential, teacher Professional Learning, grounded in the latest evidence and research. Through improvement inquiry cycles, staff see the direct links from the model (phases) to teaching in the classroom (practices), helping them understand each phase and the connected practices proven to improve student learning outcomes.

Our model will be implemented across all classrooms in 2026 and beyond.



CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#) and the [VTLM 2.0](#). The [improvement cycle](#) helps us identify areas for improvement and evaluate the impact of introduced initiatives.

In 2026, Hampton Park Secondary College is implementing a refined timetable and curriculum structure designed to close the gaps in learning in the senior years and provide greater depth and breadth across the curriculum for students in all year levels. This shift has been developed, after review, whereby it was evident students were not experiencing a guaranteed and viable curriculum in the previous structure.

In summary this shift has led to:

- Greater opportunities for core learning in the areas of Science and Humanities – where a guaranteed and viable curriculum was not being offered
- Streamlined elective choices to ensure direct links to pathways and the sequential building of skills across the curriculum and domain areas into the senior years
- A data informed, refined approach to the teaching of English and Math aimed to reduce the spread of achievement levels in each class and ensure students can access the curriculum at their point of need – driven by a specialist teacher. Termly reviews will take

place to ensure we meet each students needs and adjustments will be made, led by Domain Leaders, including the moving of students when learning attainment is evident

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The College has contextualised the VCAA and DE templates to develop the four layers of mapping. At the end of each school year, the Layer One Whole School Curriculum Map is reviewed and updated in line with changes made. The map is checked against the Victorian Curriculum to ensure all areas are covered and to identify areas for improvement.	Assistant Principal for Curriculum Design and Learning Teachers (Domain Leaders)	Once a Year at the end of the year
Curriculum Areas	Each year prior to the process of student course counselling and subject selection Domain Leaders and Teams review and reflect upon the success of subjects and curriculum of the current year. Need for change is identified, along with any suggestions for change, communicated through the Domian Leader to the AP of Curriculum Design and Learning.	AP – Curriculum Design and Learning LT – Domain Leaders	Once a Year Prior to Course Counselling
Year levels	Year Level review forms 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/VPC offerings.	AP – Curriculum Design and Learning LT – Domain Leaders Teaching Teams/Leaders	Once a Year as a Part of Curriculum Area Review
Units and lessons	Year level Teams/Leaders meet regularly throughout the year to review/revise and adjust Learning Sequences and Assessment based on their teaching and learning outcomes, reflection and data, as well as findings from the moderation process.	Domain Leaders Teaching Teams/Leaders	Ongoing throughout the year

Review of teaching practice

Hampton Park Secondary College reviews teaching practice via:

- Cycles of Moderation support staff to discuss student learning and progress and identify the gaps that exist in their teaching. Assessment tasks and rubrics are adjusted based on student achievement and the need to strengthen skills

- Priority Practice Cycles (PPCs) link the learning needs of students with the professional learning and practice of teachers, connected to the VTLM 2.0 and our Instructional Model. PPCs provide an opportunity for teachers to collaboratively explore and evaluate the high impact teaching strategies that positively impact student learning outcomes and they enable staff to reevaluate their goals to support high quality practice in action
- PLCs further strengthen our teaching practice and encourage staff to reflect on their impact, informed by student learning data. Teachers trial practices and share their learnings through an inquiry cycle, further supported by learning walks, where feedback can be provided and improvements explored
- The Performance and Development cycle (currently the Statement of Expectation), 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
- Instructional Coaching cycles offer staff a space to discuss their teaching practice in line with the VTLM 2.0 and HITs. Staff can opt in for coaching to improve their practice, setting goals and reflecting on their growth, informed by peer observations and learning walks, as well as videoing 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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2 nd 2025
Approved by	Principal
Next scheduled review date	June 2028

APPENDIX 1: Curriculum Storage Framework

AIM

1. To create a curriculum filing 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.

PLATFORMS

Compass School Resources: All **core and finalised** teaching and learning resources are stored on compass to create a guaranteed and viable curriculum for the college and to ensure consistency across classrooms.

Domain and subject specific learning sequences (curriculum), assessment tasks and rubrics are found in Domain specific folders, for each year level/programme. *From learning sequences teachers publish their lesson plans on Compass.*

Microsoft Teams: All **supplementary** resources are stored on Teams. Teams is for communication and collaboration, which includes the construction of NEW curriculum and developing resources. ***Curriculum being taught in real time should not be shared on Teams*** to avoid multiple versions of documents and confusion amongst teachers – this documentation is on Compass. Channels can be set up for each subject taught within that Domain, to support collaboration and communication in the planning phases.

Staff can choose to use One Note to support the delivery of their curriculum, however, the current documentation needs to also be housed on Compass so it is clear and explicit. If One Note is being used, it is also important the documentation/lesson plans are still published on Compass, so families/parents/guardians can view what students are learning and any feedback provided.

Compass School Documentation: Compass documentation is where whole school documents are stored and visible. For Teaching and Learning, Curriculum and Pedagogy, in the Teaching and Learning folder, this includes:

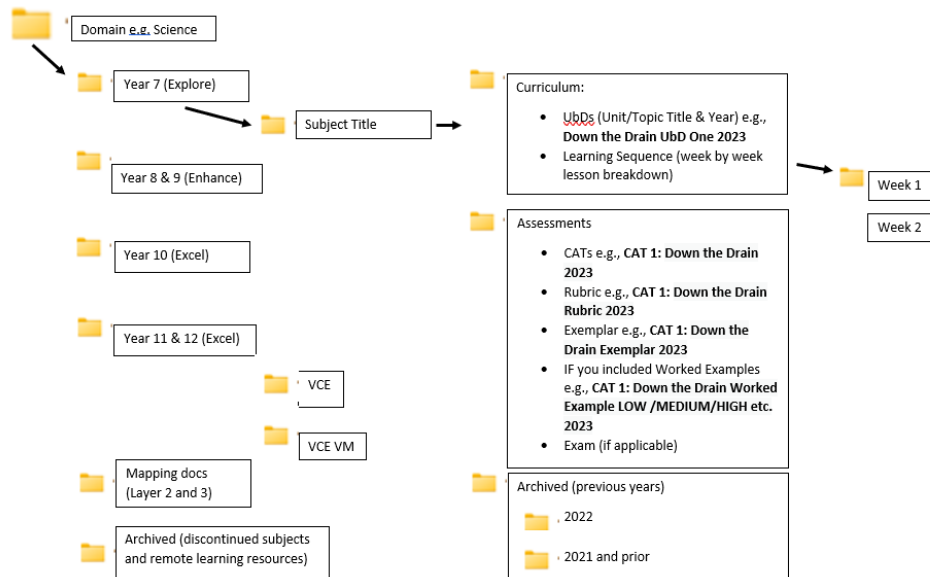
- Teaching and Learning Framework
- Instructional Model
- Teaching and Learning Handbook
- Curriculum Maps (whole school, year level and subject)
- Whole school policies
- Subject Handbooks
- Subject Pathways Maps
- Minutes of Teaching and Learning Team meetings
- Minutes of Domain Leader Meetings

Any documentation that applies to all staff is stored here.

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 Task – Title

APPENDIX 2 – Detailed Course Grids showing delivery of the 8 learning areas and minutes of instruction Years 7-10

Year 7 – Explore			
	Semester One	Semester Two	Period Count P/W
Subject / Line 1 - CORE	English/EAL - Year long CORE		4
Subject / Line 2- CORE	Maths - Year long CORE		4
Subject / Line 3- CORE	Humanities- Year long CORE		4
Subject / Line 4 - CORE	Science- Year long CORE		4
Subject / Line 5 - CORE	Health/PE- Year long CORE		4
Subject / Line 6A - GUIDED CHOICE	STEM/Arts- Elective	STEM/Arts- Elective	2
Subject / Line 6B – GUIDED CHOICE	STEM/Arts- Elective	STEM/Arts- Elective	2
Connect	Connect- Year long		1
			Total = 25 periods of learning each week
Electives- Note: interchangeable across Semesters			

In Year 7, students have choice over the Design and Technology, Digital Technology and Arts (Visual and Performingh), electives on offer. To ensure students are exposed to all displines students are required to choose – across the year:

- 1 elective from the Visual Arts (Media, Art, VCD)
- 1 elective from the Performing Arts (Drama, Music)
- 1 elective from Design and Technology (Food, Textiles and Mixed Materials)
- 1 elective from Digital Technology (Digital Technologies, Systems/Robotics)

This ensures, students cover all four of the required areas.

Whilst students can cover these areas in Years 7 and 8 (across the two years), at Hampton Park Secondary College, student choice is promoted. Ensuring students cover all 4 disciplines in Year 7, ensures this.

In Year 8, students must study CORE subjects to ensure the required breadth across the Curriculum.

Year 8 – Enhance			
	Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL – Year Long CORE		4
Subject / Line 2	Maths – Year Long CORE		4
Subject / Line 3	Humanities Semester CORE	Humanities Elective GUIDED CHOICE	4
Subject / Line 4	Free Choice Elective	Science Semester CORE	4
Subject / Line 5	Health/PE Semester CORE	Health/PE GUIDED CHOICE	4
Subject / Line 6	STEM/Arts Elective GUIDED CHOICE	STEM/Arts Elective GUIDED CHOICE	4
Connect	Connect- Year long		1
			Total = 25 periods of learning each week
Electives- Note: interchangeable across Semesters			

To ensure students learn across all disciplines, whilst ensuring students have choice, they must then choose 3X Guided Choice Electives across the following areas:

- Arts and Technologies (provided all 4 were done in year 7)
- Humanities
- Health and PE

Students then have one Free Choice subject to choose from (in one Semester).

- If students were to choose a Language, this is where they would study it
- Any student who has been recommended to study an Advanced Math or Advanced English Pathway, would do their advanced subject in this block
- Free Choice can also come from Arts/STEM/Humanities or Health and PE

Note – An exemption has been sort through the Department for the provision of Languages. Language is not a compulsory elective across Years 7-9, although, students do have the choice to study a Language. Many of our students also study a Language through VSL on the weekends – and hence, have Language exposure, whilst also learning the English Language

Language will run in the STEM/Arts line if students choose it – meaning cross checking needs to happen in Year 8 to ensure the missing STEM/Arts strand is covered.

Year 9 – Enhance			
	Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL - Year long CORE		4
Subject / Line 2	Maths – Year long CORE		4
Subject / Line 3	Free Choice Elective	Humanities Semester CORE	4
Subject / Line 4	Science Semester CORE	Science Elective GUIDED CHOICE	4
Subject / Line 5	Health/PE Semester CORE	Health/PE GUIDED CHOICE	4
Subject / Line 6	STEM/Arts Elective GUIDED CHOICE	STEM/Arts Elective GUIDED CHOICE	4
Connect	Connect- Year long		1
			Total = 25 periods per week of learning
Electives- Note: interchangeable across Semesters			

In Year 9, students must study CORE subjects to ensure the required breadth across the Curriculum.

To ensure students learn across all disciplines, whilst ensuring choice, students must then choose Guided Choice Electives across the following areas:

- Design and Technology
- Digital Technology
- Performing Arts or Visual Arts
- Science
- Health and PE

Students then have one Free Choice subject to choose from (in one Semester). Default for most would be to pick up an additional Arts/STEM elective – but students could:

Students then have one Free Choice subject to choose from (in one Semester).

- If students were to choose a Language, this is where they would study it
- Any student who has been recommended to study an Advanced Math or Advanced English Pathway, would do their advanced subject in this block
- Free Choice can also come from Arts/STEM/Humanities or Health and PE

Across Year 9 and 10 students must have studied 1 Digital Technology, 1 Design Technology, and either 1 Performing Arts or Visual Arts subject. Following this, students have free choice

Year 10 - Excel			
	Semester One	Semester Two	Period Count P/W
Subject / Line 1	English/EAL - Year Long CORE		4
Subject / Line 2	Maths – Year Long CORE		4
Subject / Line 3	Health/PE Semester CORE	Health/PE Elective GUIDED CHOICE	4
Subject / Line 4	Science Elective GUIDED CHOICE	Humanities Elective GUIDED CHOICE	4
Subject / Line 5	STEM/Arts Elective GUIDED CHOICE	Free Choice Elective	4
Subject / Line 6	Free Choice Elective	Free Choice Elective	4
Connect	Connect- Year long		1
			Total = 25
Electives- Note: interchangeable across Semesters			

In Year 10 (Excel), students are provided with more choice, as they consider learning in Years 11 and 12. Students solidify the skills required for success in senior subjects linked to their chosen pathway/destination. Students must still study CORE subjects to ensure the required breadth across the Curriculum.

To ensure students learn across all disciplines, whilst ensuring choice, students then choose Guided Choice Electives, coming from the areas of:

- Design and Technology, or Digital Technology
- Performing Arts or Visual Arts
- Science
- Humanities
- Health and PE

Across Year 9 and 10 students must have studied 1 Digital Technology, 1 Design Technology, and either 1 Performing Arts or Visual Arts subject. Following this, students have free choice.

Students then have Free Choice subjects to choose from.

- If students were to choose a Language, this is where they would study it
- Any student who has been recommended to study an Advanced Math or Advanced English Pathway, would do their advanced subject in this block
- Free Choice can also come from English/Arts/STEM/Humanities/Science/or Health and PE

APPENDIX 3 – Sample Timetables showing delivery of the Senior Pathways

General VCE

6 subjects x 4 periods per week + early finish Wednesday

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-10:00	Maths	Business Management	Design Technology	Physical Education	English
Transition 5min					
2 10:05-11:05	English	Maths	Business Management	Biology	Physical Education
Recess 11:05-11:25					
3 11:25-12:25	Physical Education	English	Maths	Design Technology	Biology
Transition 5 min					
4 12:30-1:30	Biology	Physical Education	English	Business Management	Design Technology
Lunch 1:30-2:10					
5 2:10-3:10	Design Technology	Biology	Mentor/Early finish	Maths	Business Management

VCE Vocational Major

Group A: VCE VM– running across 3 days (M;Th;F)
Internal and External VETs can run either Tues or Weds

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-10:00	PDS			Numeracy Support	WRS
Transition 5min					
2 10:05-11:05	WRS	Internal VET		English Support	Numeracy Support
Recess 11:05-11:25					
3 11:25-12:25	Numeracy Support	Internal VET	Internal VET	PDS	English Support
Transition 5min					
4 12:30-1:30	Literacy Support		Internal VET	English Support	PDS
Lunch 1:30-2:10					
5 2:10-3:10	Numeracy Support		Internal VET	PDS	WRS

Group B: VCE VM– running across 3 days (M;Tu;Th);
Internal and External VETs can run either Wednesday or Friday

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-10:00	PDS	Numeracy Support	Internal VET	Literacy Support	
Transition 5min					
2 10:05-11:05	WRS	PDS	Internal VET	Numeracy Support	
Recess 11:05-11:25					
3 11:25-12:25	Literacy Support	WRS		Literacy Support	Internal VET
Transition 5min					
4 12:30-1:30	Numeracy Support	Literacy Support		WRS	Internal VET
Lunch 1:30-2:10					
5 2:10-3:10	PDS	Numeracy Support		PDS	Internal VET

The Victorian Pathways Certificate (VPC)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-10:00	VPC Numeracy	VPC SBAT	VPC WRS	VPC SBAT	VPC Numeracy
Transition 5min					
2 10:05-11:05	VPC English		VPC PDS		VPC PDS
Recess 11:05-11:25					
3 11:25-12:25	VPC PDS		VPC Numeracy		VPC English
Transition 5min					
4 12:30-1:30	VPC English		VPC English		VPC WRS
Lunch 1:30-2:10					
5 2:10-3:10	VPC WRS		VPC Numeracy		VPC PDS