

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, at a high level, 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 document should be read alongside our:

- Whole school Curriculum Map (Year 7-10)
- Curriculum Area Maps
- Year Levels Maps
- Unit/Lesson Maps – our UbDs (Universal by Design)
- Curriculum Pie – timetable structure; and our
- 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

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)

Each programme recognises the unique needs of students as they engage in their secondary education and allows for 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 a subject from a specified domain area) 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 use the Understanding by Design (UbD) framework to backwards plan their curriculum, where they look 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.

Hampton Park Secondary College has a Connect Program for students in Years 7-10, that aims to provide students with opportunities for increased connectedness and a deeper understanding of self. The Connect Program runs for one period a week and focusses on the important areas of:

- Self reflection and goal setting (Learning)
- Careers Education (Pathways)
- Social and Emotional Learning (Wellbeing)

The structure of our learning program is included below, for Years 7-10.

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

- 1500mins per week of instruction time – Year 7-10
- 1440mins per week of instruction time – Year 11 and 12 – with additional SAC/Assessment time as required.

The **delivery of our curriculum** is outlined on our school website. Links to all of our planning documents are below:

- Whole School Curriculum Map
- Curriculum Area Maps
- Year Level Maps
- Units and Lesson Maps (UbDs)
- Assessment and Reporting Policy

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 fluent 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 language, as a free choice elective to students in Years 8, 9 and 10. The Languages on offer, are Japanese, French, Persian and Arabic. Student choice guides the languages run at HPSC.

Pedagogy

Our Pedagogical approach has been shaped and informed by the VTLM 2.0, to ensure best quality practice across the College, informed by the latest evidence and research on how students learn. Although evolving, our approach is based on the Gradual Release of Responsibility (GRR) 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. 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 checking for understanding they can purposefully plan interrelated lessons that transfer responsibility and build on acquired knowledge.

Our improved understanding of how students learn, has led to the evolution of our Pedagogical Model. Our model now has 5 phases of learning – Activate, Explicitly Teach, Practice, Apply and Review –linked directly to the VTLM 2.0. This intentional shift in language has helped us lead targeted, 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). This helps them understand each phase and the connected practices that are proven to improve student learning outcomes.

Our model will be implemented across all classrooms from 2026 onwards. The finalised model will also be published on our College website and within this document, when updated.

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
- 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 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 the below areas. The map is checked against the Victorian Curriculum Learning Areas to ensure all areas are covered and to identify areas for improvement.	Assistant Principal for Curriculum Design and Leading 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/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

Review of teaching practice

Hampton Park Secondary College reviews teaching practice via:

- Cycles of Moderation embedded across our meeting calendar, to discuss student learning and progress and to identify where gaps exist in teaching. Approaches and assessment tasks are adjusted based on student learning growth and the need to strengthen skills
- Priority Practice Cycles (PPCs) link the learning needs of students with the professional learning and practice of teachers. PPCs provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies and reevaluate goals to support high quality practice
- 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, currently in their infancy form, 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:

- o [Curriculum Programs Foundation to 10](#)
- o [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- o [Assessment of Student Achievement and Progress Foundation to 10](#)
- o [Digital Learning in Schools](#)
- o [Students with Disability](#)
- o [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 \(including variation to hours\)](#)
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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 2025
Approved by	Principal
Next Reviewal Date	Nov 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.

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, B and C 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

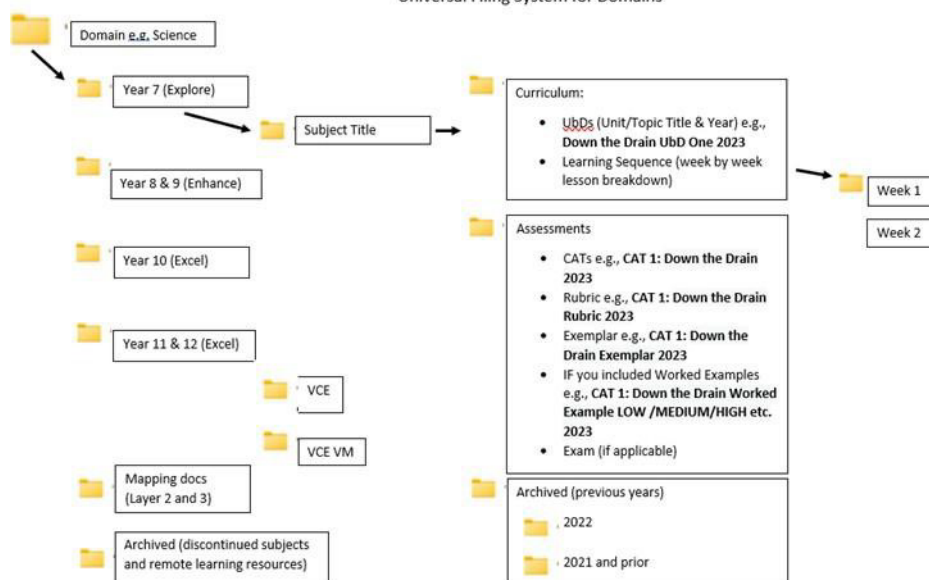
	ITEM ON ASSESSMENT TASK TO BE CHECKED	YES or NO	PERSON IN CHARGE	DONE
1.	Does the assessment cover sheet include the HPSC logo			
2.	Are the assessment 'conditions' present on the cover sheet? Conditions include: - Exact time given for assessment to be completed (60 minutes for example) - Permitted resources (cheat sheet, laptop, pen, calculator etc.) - Environment (quiet or working in groups etc.)			
3.	Does the assessment include the key instructional terms used (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			

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

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