Murrayville Community College

Curriculum Framework

PURPOSE

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

This curriculum framework should be read alongside our whole school, documented curriculum plans.

OVERVIEW

Murrayville Community 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.

Murrayville Community 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
  - Languages Education

Murrayville Community College is committed to educational excellence and providing children with the opportunity to learn to the best of their ability.

POLICY

Murrayville Community College implements its curriculum in the following way:

- *All P-9 students undertake year-long programs in English, Mathematics, Humanities, Science, Physical Education and Health*
- *All P-9 students undertake at least one Arts discipline*
- *All P-8 students undertake all technology disciplines (design and technologies, digital technologies), offered as an elective above Yr 8.*
- *All students in Years 11-12 undertake year-long programs in English and Mathematics and select electives from the VCE or Vocational Major.*

- *Yr 10 students undertake year-long programs in English, Mathematics, Humanities and Science and select electives from the VCE or Vocational Major.*

At Murrayville Community College, class time is structured into a weekly timetable, with 25 hours of learning per day, broken into 5 x 60minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes Per Week
English P-6	10
English 7-10	5
Mathematics	5
Sciences	1 (P-6) 3 (7-10) 5 (11-12)
Humanities	1 (P-6) 3 (7-10) 5 (11-12)
The arts	2 (P-9) 5 (10-12)
Health and physical education	2 (P-6) 3 (7-9) 5 (10-12)
Languages	Not in 2023
Information and communication technology, and design and technology	3
Total	25

Language provision
Murrayville Community College has an exemption to deliver a language in 2023.

Pedagogy
The pedagogical approach at Murrayville Community College is documented in the MCC Instructional Model. All lessons start with an introduction that inspires and activates prior learning, during the lesson introduction the teacher outlines the learning intentions and success criteria. The main part of the lesson involves explicit teaching and purposeful practice that allows students to engage with the content and develop skills. All lessons conclude with a reflection on the learning intentions and success criteria.

Assessment
Murrayville Community College assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Murrayville Community 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. Formative assessment is used by students and teachers during a lesson or unit of work to check for understanding and to provide feedback to drive learning. Summative assessments are periodic and are used to assess students' progress against expected outcomes.

- *Teachers at* Murrayville Community 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.*

- Murrayville Community 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

Murrayville Community College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Murrayville Community 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 Murrayville Community College interim reports are issued in terms 1 & 3 and Parent/Teacher interviews are conducted in terms 1 and 3 where parents are invited to discuss their child's progress with their teacher/s. Comprehensive Semester reports are issued to parents at the end of both terms 2 and 4.

The progress report will be in a written format easy for parents/carers to understand.

- Murrayville Community College *will report directly against the Victorian [Curriculum F-10 achievement standards](#) and VCE and Vocational Major Outcomes.*
- *Both student achievement and progress will be included in the P-10 reports.*
- *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 P-10.*

Curriculum and teaching practice review

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes (FISO)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The Principal, Learning Specialist and relevant curriculum leaders review our whole school data, teacher judgements, NAPLAN, PAT and other data collected through InitiaLit, Maths Pathways, Accelerated Reader etc to get a big picture of whole school progress in the areas of Literacy & Numeracy especially.	Principal / Leadership	Annually
Curriculum Areas	Curriculum leaders review relevant data and student data walls in PLC meetings. Scope and Sequences for curriculum areas are reviewed also.	Curriculum leaders	Each term
Year levels	Year level meetings are held for secondary year levels where multiple teachers teach the same year level. Patterns and areas for improvement are identified	Classroom teachers	Each term
Units and lessons	Classroom teachers evaluate units of work and individual lessons.	Classroom teachers	Weekly

Professional Learning Communities (PLC)

Murrayville Community College uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Murrayville Community College in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings 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)
- 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
- School Hours (including variation to hours)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Approved by	Principal
Next scheduled review date	Before May 2027