



Curriculum Framework Policy

Table of Contents

Location	1
Language Opportunities	1
Purpose	2
Scope	2
Policy	2
Further Information and Resources	9
Policy Review and Approval	9

Location

All Coburg High School policies are located under the 'community tab' on Compass, sub-section 'School Documentation' and then 'Policies'.

Language Opportunities



If you require this document to be translated into another language, please

info@coburg.vic.edu.au

Se si richiede che questo documento sia tradotto in un'altra lingua, si prega di contattare:
info@coburg.vic.gov.au

Εάν ζητήσετε να μεταφραστεί αυτό το έγγραφο σε άλλη γλώσσα, επικοινωνήστε με την
ηλεκτρονική διεύθυνση info@coburg.vic.edu.au

यदि आपको इस दस्तावेज़ को किसी अन्य भाषा में अनुवादित करने की आवश्यकता है, तो कृपया संपर्क करें:
info@coburg.vic.edu.au

اگر شما نیاز دارید که این سند به زبان دیگری ترجمه شود ، لطفاً با این آدرس تماس بگیرید: info@coburg.vic.edu.au

หากคุณต้องการแปลเอกสารนี้เป็นภาษาอื่นกรุณาติดต่อ: info@coburg.vic.edu.au

إذا كنت تريد ترجمة هذا المستند إلى لغة أخرى ، فيرجى الاتصال بـ: info@coburg.vic.edu.au

Purpose

The purpose of this framework is to outline Coburg High School'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, learning area, year level and unit / lesson curriculum plans.

Coburg High School 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.

Coburg High 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

Coburg High School strives to ensure significant and measurable growth in the learning progress of all students. As a school we empower students to be happy, healthy, resilient, and responsible young people and foster genuine agency in their learning and decision making. Coburg High School provides a safe environment for students to achieve their academic ambitions.

Scope

This policy applies to school staff and all parents and carers in our community.

Policy

At Coburg High, class time is structured into a weekly timetable, with Periods 1-5 broken into 58 minute sessions.

On Mondays and Wednesday, 25 minute Coburg Connect sessions run directly after lunch. One 58 minute period also runs during a regular period slot for Years 8-10. This provides students with opportunities for increased connectedness to their teachers and peers.

Further information on how our school implements the curriculum, including the learning areas provided at each year level 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, learning area, year level and unit curriculum plans. A brief overview has been provided below:

Year 7 Structure

Year 7 Semester 1		Year 7 Semester 2	
Subject	Lessons per week	Subject	Lessons per week
English	4	English	4
Maths	4	Maths	4
Science	3	Science	3
Humanities	3	Humanities	3
Languages/Literacy	3	Languages/Literacy	3
Health and PE	3	Health and PE	3
Sport	2	Digital Technologies	2
Performing Arts	3	Visual Arts	3
Coburg Connect	2 x 25 minute periods	Coburg Connect	2 x 25 minute periods
Total	25	Total	25

Year 8 Structure

Year 8 Semester 1		Year 8 Semester 2	
Subject	Lessons per week	Subject	Lessons per week
English	4	English	4
Maths	4	Maths	4
Science	3	Science	3
Humanities	3	Humanities	3
Languages/Literacy	3	Languages/Literacy	3
Health and PE	4	Health and PE	4
Coburg Connect	1 (+2 x 25 mins)	Coburg Connect	1 (+2 x 25 mins)
Music or Dance/Drama	3	Visual Arts	3
Total	25	Total	25

Year 9 Structure

Year 9 Semester 1		Year 9 Semester 2	
Subject	Lessons per week	Subject	Lessons per week
English	4	English	4
Maths	4	Maths	4
Science	3	Science	3
Humanities	3	Humanities	3
Health	1	Health	1
Coburg Connect	1 (+2 x 25 mins)	Coburg Connect	1 (+2 x 25 mins)
PE (either semester 1 or 2)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	25	Total	25

Year 10 Structure

Year 10 Semester 1		Year 10 Semester 2	
Subject	Lessons per week	Subject	Lessons per week
English	4	English	4
Maths	4	Maths	4
Science or Humanities	4	Science or Humanities	4
Coburg Connect/Health	1 (+2 x 25 mins)	Coburg Connect/Health	1 (+2 x 25 mins)
Elective	4	Elective	4
Elective	4	Elective	4
Elective	4	Elective	4
Total	25	Total	25

VCE or VCE VM structure

Students may choose to study a sequence of Units over 3 years through an early entry offering or atypical VCE. Students undertaking the Vocational Major certificate are required to complete a minimum of 2 Units of any Mathematics offered at the school, 2 Units of Work Related Skills, Personal Development Skills and a VET Certificate. They must complete a study from the English stream (Literacy is only accessible to VCE VM students). Refer to the VCE and VCE VM Policy for Units of satisfactory completion for the studies listed.

Year 11 - Units 1 and 2		Year 12 - Units 3 and 4	
Subject	Lessons per week	Subject	Lessons per week
English/English Language/Literature or Literacy (VM Only)	4	English/English Language/Literature or Literacy (VM Only)	4
Subject 2	4	Subject 2	4
Subject 3	4	Subject 3	4
Subject 4	4	Subject 4	4
Subject 5	4	Subject 5	4
Subject 6	4		
Total	24	Total	20

Language provision

Coburg High will deliver Spanish and Chinese as a Language, based on the rationale that learning a language:

- develops an understanding of how languages work which leads to improved literacy skills, including English literacy
- helps students develop critical thinking, analysis and problem solving skills
- teaches students about other peoples, their ideas and ways of thinking
- inspires interest in and respect for other cultures
- enhances employment and career prospects
- contributes to social cohesiveness through better communication and understanding
- contributes to economic, diplomatic and strategic development.

Providing two languages promotes student voice and agency in their selection of an additional language as part of their learning process.

Pedagogy

The pedagogical approach at Coburg High School embodies common pedagogical philosophy of effective teaching and learning, which values using evidence to plan dynamic, well documented and viable curriculum that is responsive to our changing demographic. Staff at Coburg High School work collaboratively to develop shared, viable and documented curriculum and assessment tasks using the process of backwards mapping (UBD). All curriculum is documented using Teaching & Learning Plans which are shared among the team and refined regularly in collaborative teams. These plans are then mapped out

using the school's instructional model, GANAG which draws on elements of effective teaching instruction and the High Impact Teaching Strategies (HITS). Units of work and lessons are accessible using the school's online Learning Management System, Coburg Online Google Sites (COGS).

The instructional model is outlined below and links to the HITS accordingly:

Goals - Lessons have clear learning intentions mapped to the skills and knowledge of the Victorian Curriculum or VCAA study designs. Each goal will have success criteria which is differentiated to demonstrate the complexity of learning.

Activate - Used to activate prior knowledge or hook students into the learning of new information. Question prompts are used with a visual as an effective tool to stimulate student interest and curiosity in learning.

New Information - Explicit teaching of new materials and resources to support student learning. Often worked examples may be used to support students in completing a task or solving a problem, as well as differentiated teaching strategies and multiple exposures to support all learners to encounter, engage and be supported with new knowledge and skills. Questioning and feedback provided by the teacher are key elements in this phase of learning.

Application - Students will draw on critical thinking skills to make new meaning and connections with materials learnt. This may take the form of independent or collaborative work and differentiated according to the level of student need.

Goal Review - Revisiting the goal and success criteria to encourage students to reflect on their learning and what is required to further develop their understanding.

At Coburg High School we believe that structuring lessons provides a consistent routine for student learning and the COGS portal also ensures consistency in teaching practices so that learning is guaranteed and viable.

Assessment

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

Students at Coburg High 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 Coburg High 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.
- Coburg High will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Program, 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

Coburg High reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Coburg High ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term and semester, including through twice-annual formal reporting.

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.

- Coburg High 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.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-student-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	Review of whole school VASS, NAPLAN, PAT data to review whole school VCE, VCE VM and 7 - 10 curriculum.	Curriculum Executive	Termly
Curriculum Areas	Learning Area Leaders receive ongoing professional development on the curriculum refinement process to support this process in their Learning Area tams	Curriculum Committee	3 weekly
Year levels	Curriculum Team Leaders appointed at the beginning of the year. They facilitate meetings during Learning Area time to review units of work including Teaching and Learning plans and COGS sites.	Curriculum Team Leaders and Learning Area Leaders	Fortnightly
Units and lessons	Small collaborative teams continue to build and refine curriculum during fortnightly Learning Area Meetings and during scheduled time when not in classes	Teachers	Fortnightly

Review of teaching practice

Coburg High 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
- Professional Learning Cycles where opportunities for all staff to commit to action related to the whole school professional learning priority is provided. Staff will trial targeted action in classes and observations are encouraged. Challenges and areas that have been improved are then shared and discussed and embedded in planning documents or in pedagogical practice. Evidence based readings and research are disseminated throughout the professional learning series.
- Growth Coaching opportunities are provided for all provisionally registered and early career teachers throughout the year through group coaching and individual coaching sessions. Professional learning is provided for one hour every three weeks by the Learning Specialist team to support improvements in pedagogical practice as identified by goals teachers set.

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:
 - [Assessment and Reporting Policy](#)
 - [Teaching and Learning Plans](#)

Policy Review and Approval

Policy last reviewed	2025
Approved by	Principal
Next scheduled review date	2029