



Curriculum Framework

Purpose

The purpose of this framework is to outline Monbulk 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 is underpinned by DET policy and guidelines regarding curriculum frameworks, assessment and reporting.

Overview

Monbulk 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.

Monbulk College empowers students to be proud, resilient, aspirational, creative, and critical members of the local and global community. Monbulk College staff, students and community believe in:

- Respect – treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.
- Excellence – achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow; Being a motivated, life-long learner and critical global citizen.
- Responsibility – taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

Our innovative curriculum and culture of excellence provide a stimulating environment that challenges students to achieve their personal best and make positive contributions to society. Our 21st-century curriculum is designed to develop deep understandings, thinking, and social skills, and is supported by a range of educational resources, homework, and assessment activities that encourage student engagement and ownership of their learning. Monbulk College is dedicated to fostering a lifelong love of learning within a supportive and inclusive community that values diversity.

Monbulk 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](#)

Implementation

The 7-10 Curriculum at Monbulk College is framed by the Victorian Curriculum 7-10 and incorporates the eight key Learning Areas of The Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies. The Capabilities of Critical and Creative Thinking, Ethical, Intercultural and Personal and Social are also embedded into our curriculum programs. The use of Information and Communications Technology (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes.

The Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10. It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment. The Victorian Certificate of Education (Vocational Major) is also available for students in Years 11 and 12.

VCE-VM is based on applied learning and designed to:

- give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life
- provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education
- allow students to receive credit for on-the-job learning

Students in Years 10-12 also have access to Vocational Education and Training (VET) in Schools. This is a vocationally oriented program that is part of either VCE-VM or VCE. It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework.

Note: The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and certification of both the VCE and the VCE VM. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

At Monbulk College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into five 60-minute sessions.

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, is provided in our whole school, curriculum plan and is supported by year level subject curriculum plans. The College documents its curriculum offerings in the form of 'Scope and Sequence'. This document describes the content, skills and knowledge through course outlines, term overviews and weekly planners.

Language provision

Monbulk College will deliver Japanese as a Language, based on our local Feeder Primary Schools and our long-standing relationship with our Sister School in Japan.

Pedagogy

The pedagogical approach at Monbulk College embraces the LEARN Instructional Model.

Monbulk College's unique Instructional Model (LEARN) represents the principles of effective teaching and learning. Our model is grounded in contemporary educational methodologies, including the Gradual Release of Responsibility, Cognitive Load Theory, formative assessment, and the High Impact Teaching Strategies (HITS) endorsed by the Victorian Department of Education. Our Instructional Model is a catalyst for fostering a vibrant culture of learning at Monbulk College. It is designed to empower students, equipping them with the critical skills and perspectives essential for lifelong learning.

Assessment

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

Students at Monbulk 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 Monbulk 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. Assessments are made visible in Compass Leading Tasks.
- 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.
- Monbulk 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

Monbulk College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Monbulk 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 Monbulk College we report on student progress six times throughout the year. A progress report is provided for every subject and contains four key components: Effort, respectful classroom behaviour, work

completed and organisation. Teachers will indicate whether these behaviours and work habits have been demonstrated always, often, sometimes, rarely, or not shown.

- Always: This is a model student. The behaviour or work habit has been demonstrated by the student 90%-100% of the time. There are only one or two instances where the student has not demonstrated the behaviours and work habits.
- Often: This is a good student with some minor areas for improvement. The behaviour or work habit has been demonstrated by the student 60%-89% of the time. There are three or four instances where the student has not demonstrated the behaviours and work habits.
- Sometimes: This is a student with multiple areas of improvement. The behaviour or work habit has been demonstrated by the student 30%-59% of the time. There are more instances than not where the student has not demonstrated the behaviours and work habits.
- Rarely: This is a student who is struggling to demonstrate the behaviours. The behaviour or work habit has been demonstrated by the student more than once-29% of the time. There are very few instances where the student has demonstrated the behaviours and work habits.
- Not Shown: There is no evidence that the behaviour or work habit has been demonstrated by the student due to absenteeism, disengagement and/or no submission of work since the last cycle of Progress Reports. The student may have not been in class for an extended period of time.

In addition to our model of continuous reporting, we also provide semester reports that clearly identify student progress against the Victorian Curriculum Standards.

Reports are in a written format easy for parents/carers to understand and will be accessible in digital form via Compass Reports.

- Monbulk College 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](#).
- VCE and VCE-VM Studies report directly against the stated Outcomes in the appropriate VCE VCAA Study Designs
- Both student achievement and progress will be reflected in the College's continuous reporting cycles.
- 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).
- Monbulk College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-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	<p>A whole school Curriculum review will take place every four years.</p> <p>The Leadership Team will document through its strategic plan and the Annual Implementation Plan, which Key Improvement Strategies in student learning outcomes form part of its Curriculum Plan.</p>	College Leadership team	Every 4 Years
Curriculum Areas	<p>Provision of subject offerings for Year 9-12 are determined for the following year based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of Subject choices.</p>	College Leadership team	Term 3 & 4 each year
Year levels Units and lessons	<p>Learning Area Leaders and Professional Learning Communities review and refine work in an ongoing capacity.</p> <p>Significant changes or refinements are made at the end of each year for the following year.</p> <p>In doing this work teams will use student outcome data to improve curriculum and pedagogy implementation.</p>	Learning Area Leaders, Curriculum Leader and Classroom Teachers	Ongoing

Review of teaching practice

Monbulk 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, 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: Not sure we have these in place??
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

Policy Review and Approval

Policy last reviewed	June 2024
Approved by	Mark Quinlan - Principal
Next scheduled review date	August 2028

My Growth & Wellbeing

I'm Ready to Learn

L

Learning Intentions & Success Criteria

I understand the purpose of this lesson and how I can achieve success.

E

Engage & Explore

I have a clear understanding of skills, content, and concepts I am learning. I can listen, read, write, create, think, question, connect, respond, solve.

A

Apply Together & Independently

I can explore ideas and think critically, creatively. I can accept challenges and learn from my mistakes. I can collaborate with others. I can seek help when needed. I can be curious and enthusiastic. I can be responsible and respectful.

R

Review & Reflect

What did I learn? How do I know?
How did I improve? How do I know?

N

Next

How does this lesson connect with the next step in my learning?
What do I need to do at home?
How do I know?

I'm organised, curious, and prepared for challenges



Monbulk College

Curriculum Framework Model for 2025

Year 7	Subject	Periods (week)	Minutes (week)	Hours (Semester)
	English	4	240	72
	Maths	4	240	72
	Humanities	3	180	54
	Science	3	180	54
	Japanese	2	120	36
	Arts: Art/Ceramics and Music	3	180	54
	Technology: Digital Technology and Metal/Wood	3	180	54
	Health & Physical Education	3	180	54
Total Periods	25			

Year 8	English	4	240	72
	Maths	4	240	72
	Humanities	2	120	36
	Science	3	180	54
	Japanese	2	120	36
	Arts: VCD/Photo Media and Drama	3	180	54
	Technology: Food and Systems Technology	3	180	54
	Health & Physical Education	4	240	72
	Total Periods	25		

Year 9	English	4	240	72
	Maths	4	240	72
	Humanities	3	180	54
	Science	3	180	54
	3 Electives (per semester):			
	Art	9	540	162
	Technology			
	Japanese (Year Long)			
	Health (1 Semester only)			
	Physical Education	2	120	36
Total Periods	25			