

## CURRICULUM POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact the school Policy Leader on 9112 9500 or via email [info@footscray.vic.edu.au](mailto:info@footscray.vic.edu.au)

## PURPOSE

To outline to our school community the Department of Education and Footscray High School policy requirements relating to the curriculum.

## SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring curriculum and assessment at Footscray High School.

## RATIONALE

Footscray High School has developed this Curriculum Policy in consultation with the School Council, including student representatives, and the FHS Curriculum Improvement Team to support student learning and wellbeing.

This policy is guided by our curriculum philosophy as outlined below.

At FHS, we approach the curriculum through two fundamental questions;

- **What can we know about an area of learning?** and,
- **What can we do with this knowledge to make a positive impact on our world?**

For example, what can we know about Ancient History, Mathematics, or Science and how can we use this knowledge to better understand and to provide solutions for emerging changes in our world and beyond?

FHS seeks to enact a future-focussed learning experience in every classroom for every student and our curriculum provides the basis for this. For us, a future focussed curriculum is one that draws on the rich traditions of the past in all disciplines of knowledge, but that gazes forward to identify the big questions that confront us as a species and world, and that provides a framework in which we can adapt to, and tackle those questions at a local level. The Victorian Curriculum provides the framework from which we can contextualise learning experiences for our students and community with the view of supporting them to become qualified, socialised, and autonomous young people that feel a moral sense of responsibility for each other and the world.

## OVERVIEW

Footscray High School will meet and exceed the minimum standard with:

- A whole school curriculum scheme that identifies time allocations per each of the eight learning areas.
- An outline of how the school will deliver its curriculum (based on the school derived continua).
- An explanation of how curriculum and teaching practice will be reviewed.
- A documented strategy to improve learning outcomes located within the School's strategic plan.

When developing the curriculum, we consider, aim and value:

- A holistic approach to teaching and learning
- Setting high expectations
- Developing capacity to identify progress
- Developing an informed global citizen
- Incorporating practices that facilitate transparency in the school curriculum
- Diversity in our curriculum
- Personalised approach to teaching and learning
- Developing robust pathways to Tertiary education.
- Opportunities to enrich learning through extracurricular activities
- Engagement in the broader school community
- Providing learning opportunities to work collaboratively

## CURRICULUM FRAMEWORK

The Footscray High School Curriculum Framework documents cascade through the three interrelated layers of:

1. School Curriculum
2. Learning areas, capabilities and cross curriculum priorities
3. Unit and Lesson Sequence Planning

## SCHOOL CURRICULUM

Footscray High School 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](#)

Footscray High School aims to provide excellence in learning and teaching, achievement, innovation and self-improvement within a supportive, healthy, safe and secure environment that is inclusive of all.

Footscray High School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Footscray High School our 21st century, future-focussed curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives.

Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

Footscray High School implements the Victorian Curriculum 7-10 which sets out what every student should learn. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

## **LEARNING AREAS, CAPABILITIES, AND CROSS-CURRICULA PRIORITIES**

The School has sequenced the key knowledge, skills and conceptual underpinnings of each learning domain to support a progression of learning.

The Victorian Curriculum is the foundational planning document for our school derived progressions of learning (continua). These aim to ensure a common understanding of the hierarchical nature of the complexity of content knowledge, skills and the underlying concepts students are expected to demonstrate competency in, between and across year levels and provide transparency for teachers and students. These continua also allow teachers to identify students that may fall above or below the expected standard and direct staff to the explicit knowledge and skills allowing identification of students that may require targeted intervention.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary programs. Teaching and learning programs will be resourced through Program Budgets.

### **THE VICTORIAN CURRICULUM F-10:**

<b>Learning Areas</b>	<b>Capabilities</b>	<b>Cross-Curricula Priorities</b>
<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>Languages</li> <li>Health &amp; Physical Education</li> <li>The Humanities</li> <li>Technologies</li> <li>The Arts</li> </ul>	<ul style="list-style-type: none"> <li>Critical and Creative Thinking</li> <li>Ethical</li> <li>Intercultural</li> <li>Personal and Social</li> </ul>	<ul style="list-style-type: none"> <li>Learning about Aboriginal and Torres Strait Islander histories and cultures</li> <li>Learning about Asia and Australia's engagement with Asia</li> <li>Learning about Sustainability</li> </ul>

## **UNIT AND LESSON SEQUENCE PLANNING**

Collaboratively designed and populated units of work have been developed and are articulated as '[FHS - Curriculum Scope and Sequence](#)'. These plans provide teachers and staff with documented, week by week, programs of learning, including formative and summative assessments and suggested learning intentions.

These units are directly aligned to the learning area progressions and allow scope for differentiated teaching strategies aimed at students' point of need. These sequences of learning identify for both staff and students the content, skills, concepts, literacy, numeracy and I.T demands along with explicit reference to any of the four capabilities being addressed. This online framework allows staff to collaboratively develop common teaching resources and learning tasks with scope to include targeted teaching interventions.

## IMPLEMENTATION

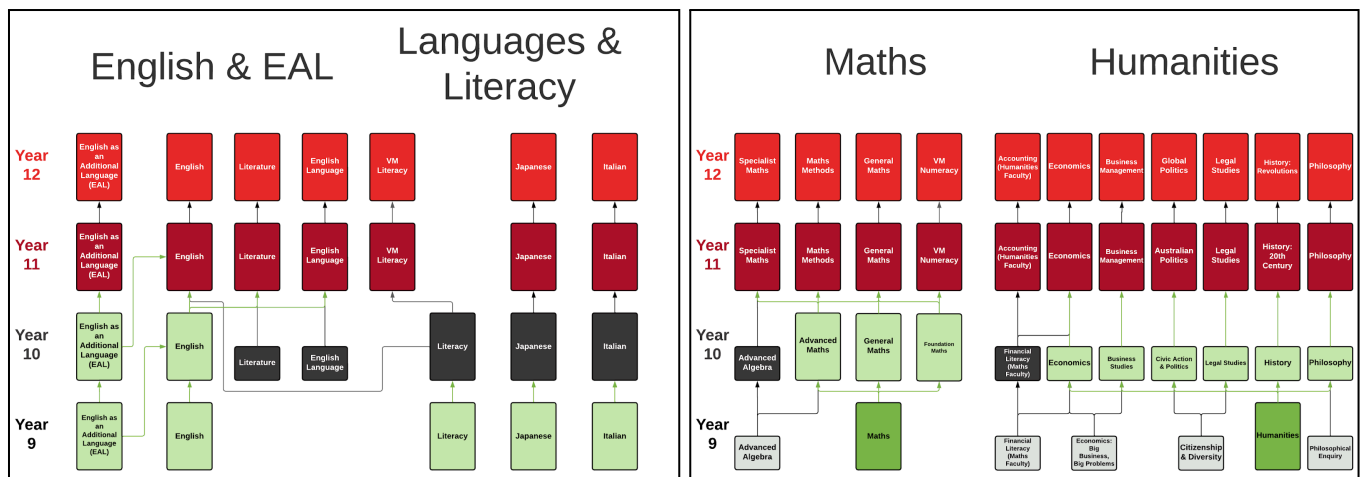
### CURRICULUM STRUCTURE AND PATHWAYS

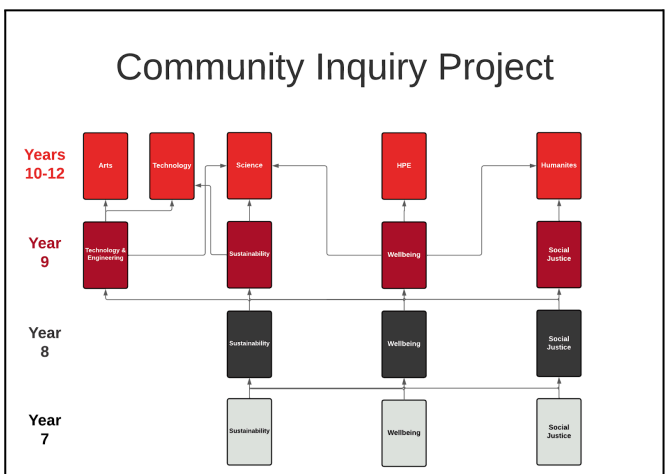
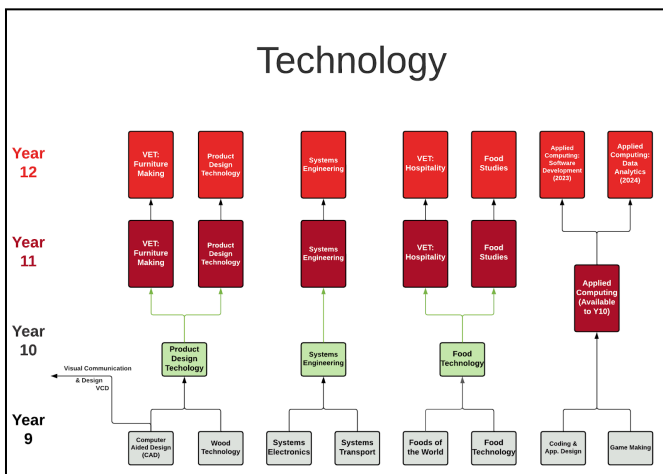
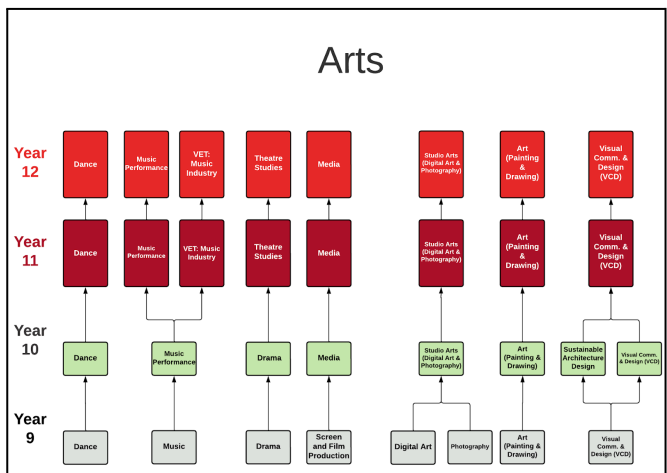
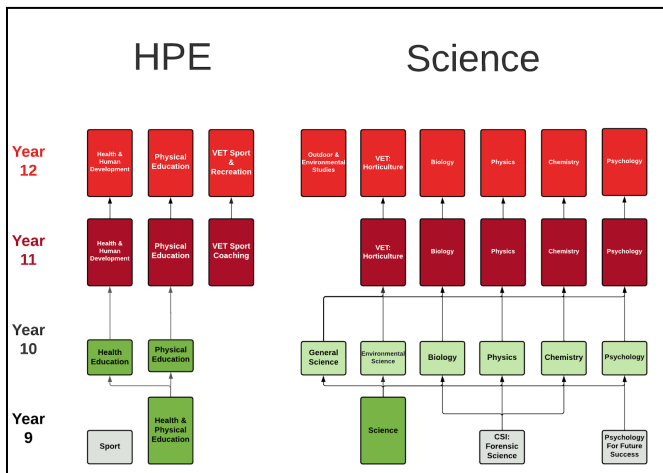
Footscray High School implements its curriculum through a structured program consisting of core and elective subjects that provide clear pathways for students throughout their time at Secondary School and beyond. These subjects and pathways are outlined below:

#### Year 7 and 8 Program

CORE SUBJECTS	ELECTIVE SUBJECTS
<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Humanities</li> <li>Science</li> <li>Health</li> <li>PE</li> <li>Art</li> <li>Technology</li> <li>Community STEAM (elective theme)</li> <li>Social Emotional Education</li> </ul>	<ul style="list-style-type: none"> <li>Languages - Japanese</li> <li>Languages - Italian</li> <li>Community STEAM - Wellbeing</li> <li>Community STEAM - Social Justice</li> <li>Community STEAM - Sustainability</li> </ul>

#### Year 9 to 12 pathways by Learning Domain





## TIMETABLE STRUCTURE AND INSTRUCTION TIME

At Footscray High School, class time is structured into a fortnightly timetable, with 5 hours (300 minutes) of learning per day, broken into 6 X 50 minute sessions.

<b>Period 1</b>	9.00 - 9.50am
<b>Period 2</b>	9.50 - 10.40am
<b>Recess</b>	10.40 - 11.10am
<b>Period 3</b>	11.10 - 12.00pm
<b>Period 4</b>	12.00 - 12.50pm
<b>Lunch</b>	12.50 - 1.35pm
<b>Period 5</b>	1.35 - 2.25pm
<b>Period 6</b>	2.25 - 3.15pm

## SOCIAL EMOTIONAL EDUCATION

Footscray High School adopts a regularly timetabled pastoral care program, Social Emotional Education (S.E.E) to provide students with opportunities for increased connectedness to their teachers and peers to be engaged directly in the Rights, Resilience, and Respectful Relationships curriculum. These one period, 50 minute sessions run simultaneously across the whole school once a week.

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 area, year level and unit / lesson curriculum plans. [Template curriculum plans are available on the [VCAA website](#), including whole school, year level and curriculum area plans. These include both plans structured by bands of schooling and plans structured to support integrated teaching models].

## LANGUAGE PROVISION

As indicated above, Footscray High School offers the choice of two languages; Italian or Japanese. These are compulsory for all students. The choice of Footscray High School's language offering reflects the language offerings of many of our feeder primary schools, the Learning about Asia and Australia's engagement with Asia, teacher availability, and community choice. Students also have the opportunity to study other community languages through the Victorian School of Languages under exceptional circumstances.

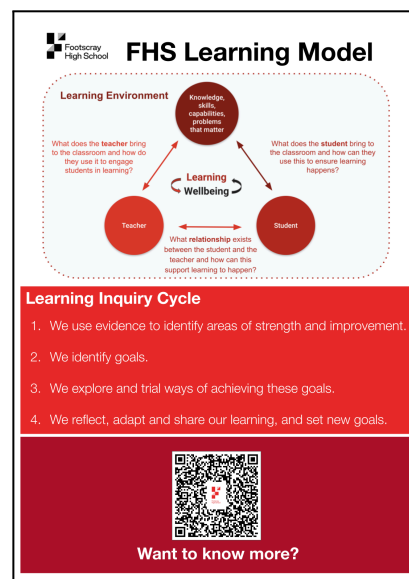
## PEDAGOGY

The pedagogical approach at Footscray High School is informed by evidence based research and is expressed through [Footscray High School Learning Model](#). The Footscray High School Learning Model represents a theory of learning that provides a starting point for reflection and professional conversation about expert teaching practice, including that described in the [e5 pedagogical model](#), [High Impact Teaching Strategies \(HITS\)](#) and the [Gradual Release of Responsibility Model](#).

The FHS Learning Model is adaptive, can be applied to all domains and year levels, and can be used by educators to move in and out of different learning experiences, depending on the context. The model is improvement focussed and assists all educators to move towards their professional goals. Students can also use the model to reflect on their experience as a learner, and for support in achieving their learner goals as they move through Footscray High School and beyond. In accordance with FISO 2.0, the FHS Learning Model emphasises the interdependent relationship between learning and wellbeing and provides a framework for the identification of high impact teaching and learning strategies, their deployment at point of need, and for reflection about the impact on learning. The FHS Learning Model provides the basis for teacher coaching across all learning domains.

## ASSESSMENT

Students at Footscray High School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks in conjunction with developmental rubrics that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student. As part of the school-based learning program, the school assesses student learning using common formative and summative assessment tasks and activities that are administered and moderated through learning area based teams.



- Teachers at Footscray High School 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, protocols 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.
- Footscray High School 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.
- Achievement in specific learning areas is also reported through the use of specialised programs and assessment tools including Math Pathways, PAT R and PAT Maths, NAPLAN, and VCE achievement data.

## REPORTING

Footscray High School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Footscray High School 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.

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.

### Semester reports

- Footscray High School 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.
- 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) and reported to the Education Department.

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

### **Reporting Achievement from External Providers (VET)**

Currently, our Auspice agreement sets out that Footscray High School subject teachers report student achievement in VET subjects as per the school based reporting process outlined above. Teachers report on the competencies of each subject, indicating Satisfactorily Completed (S), Not Satisfactorily Completed (N), or Not Yet Completed (NYC). The Auspice will also provide a report at the end of the year in the form of Statement of Attainment. This lists the units the student received competency for. At the end of the second year they will send out the certificate listing the units completed or a Statement of Attainment if the student has not yet passed all units.

### **Parent-Teacher Interviews**

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.

### **Student Wellbeing and Learning**

Footscray High School will embed student wellbeing in all learning experiences by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling

Footscray High School will implement **School Wide Positive Behaviour Support Initiative** to support all student and staff wellbeing.

### **Students with Disabilities**

- Footscray High School and the Department of Education is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
- Footscray High School will liaise with DE to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

### **International Students**

- Footscray High School and the Department of Education is committed to delivering high quality education to all international students.
- Footscray High School will support students with additional English as Additional language programs to meet the students language level.
- The international Student Coordinator will work with Learning Community Leaders and Subject experts to develop individual learning programs where appropriate.
- Footscray High School will communicate academic achievement, learning behaviours and satisfactory completion of outcomes to parents of international students through formal reports, written in English, accompanied by a summary of semester reports in the language of the parent's and guardian's. Information related to wellbeing will be communicated to parents and guardians on a one to one basis, by phone or electronic means.



### **Koorie Education**

Footscray High School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- The full implementation of the Murrung Aboriginal Education Plan 2016 - 2026
  - o working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
  - o supporting the development of high expectations and individualised learning for Koorie students
  - o creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
  - o implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

### **Curriculum and the Child Safe Standards**

Footscray High School will utilise its health and wellbeing programs to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

## **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
<b>Whole school</b>	<p>Whole school curriculum is planned and reviewed against VCAA and VRQA requirements of the <a href="#">victorian curriculum f-10</a> in line with the <a href="#">f-10 revised curriculum planning and reporting guidelines</a> and curriculum mapping tools</p> <p>Analysis of strengths and challenges in the whole school curriculum performed upon the release of data sets.</p> <ul style="list-style-type: none"> <li>• NAPLAN - Term 3</li> <li>• ATOSS - Term 3</li> <li>• VCE Data - Term 4</li> <li>• Victorian Curriculum Judgements - End of Term 2 and 4</li> <li>• Teacher observations</li> <li>• Student voices</li> </ul>	Principal Class and Leading Teachers - Learning and Teaching	Bi-annually
<b>Curriculum Areas</b>	<p>Learning area programs are planned and reviewed against the relevant domain strands and sub-strands, and scope and sequences. Learning Area Leaders (POR) lead this planning and review with learning area teams during regular meetings and non face to face 'collaborative time'.</p> <p>Analysis of strengths and challenges in the whole school curriculum performed upon the release of data sets.</p> <ul style="list-style-type: none"> <li>• NAPLAN - Term 3</li> <li>• ATOSS - Term 3</li> <li>• VCE Data - Term 4</li> <li>• Victorian Curriculum Judgements - End of Term 2 and 4</li> <li>• Teacher observations</li> <li>• Student voice</li> </ul>	Leading Teacher - Learning and Teaching and Learning Area Leaders	Bi-annually
<b>Year levels</b>	Year level specific programs are planned and reviewed by teams of teachers within Learning Area Teams and managed by Learning Area Leaders.	Learning Area Leaders and Classroom Teachers	Ongoing
<b>Units and lessons</b>	<p>Units of work are planned collaboratively by teachers within Learning Area Teams. These are represented in week by week teaching plans, known locally as 'continuation of learning' documents.</p> <p>Lessons are planned by individual teachers in collaboration with other teachers</p>	Classroom Teachers	Ongoing

## REVIEW OF TEACHING PRACTICE

Footscray High School 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.
- Coaching facilitated by the school's Learning Specialist Team. Teacher practice is discussed, and improvement strategies identified using the [FHS Learning Model](#).

## 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:

- [Whole school curriculum plan](#)
- [Teaching and learning program - Continuation of Learning Plan](#)
- [FHS Learning Model](#)
- [FHS Assessment Schedule](#)

## REVIEW AND APPROVAL

<b>Policy last reviewed</b>	2023
<b>Endorsed by</b>	Executive Principal
<b>Endorsed on</b>	October 2023
<b>Mandatory minimum review cycle</b>	3 - 4 Years
<b>Next review date</b>	October 2026 / 27