



Peter Lalor Secondary College

Curriculum Framework



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9464 0122 or @peter.lalor.sc@education.vic.gov.au

PURPOSE

The purpose of this framework is to outline Peter Lalor Secondary College's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all four Victorian Certificate of Education Vocational Model (VCE VM) Study Design learning areas are substantially addressed.

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, curriculum area comprising the VCE VM Literacy, VCE VM Numeracy, VCE VM Personal Development and VCE VM Workplace Related Skills Study Designs, Peter Lalor Secondary College Unit / Lesson curriculum plans.

OVERVIEW

Peter Lalor Secondary 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.

Peter Lalor Secondary College is committed to offering a comprehensive curriculum based on the Victorian Curriculum Assessment and Authority [Victorian Certificate of Education Vocational Model](#)

The key points in this framework, and in line with the VCE VM [Reporting Guidelines](#) are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on the VCE VM Study Designs for each Unit, 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 an AoS indicating the student has met the requirement (S) or has not met the requirement (N)
- Reporting student learning to students and parents in line with the [Department's Reporting Student Achievement policy](#) and the [VCAA VCE Administrative Handbook](#)

Peter Lalor Secondary College 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 Example School our 21st century 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.

IMPLEMENTATION

Peter Lalor Secondary College implements its curriculum based on the VCAA Victorian Certificate of Education Vocational Major Key Study Designs in the following curriculum areas:

- VCE Vocational Major Literacy
- VCE Vocational Major Numeracy
- VCE Vocational Major Personal Development Skills
- VCE Vocational Major Work-Related Skills
- All students undertake year-long programs in the Victorian Certificate of Education Vocational Major
- All students undertake VM Literacy, VM Numeracy and VM Personal Development Skills across all year levels
- All students undertake VM Work related Skills in Year 11 & 12.

1. Structured teaching & Learning Structure

At Peter Lalor Secondary College, class time is structured into a weekly timetable, with 300 minutes of learning per day, broken into 4x70-minute sessions.

Peter Lalor Secondary College adopts a home group structure to provide students with opportunities for increased connectedness to their teachers and peers. *Home group classes are held every morning for 15 minutes. (Monday, Tuesday, Thursday & Friday.*

Further information on how our school implements the curriculum, including the study design areas provided at each year level 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, (study design), lesson curriculum plans. Study Designs for each learning area are available on the [VCAA website](#)

2. Pedagogy

The [pedagogical](#) approach at Peter Lalor Secondary College describes what effective teaching looks like in the classroom and helps teachers effectively apply the [practice principles](#). Peter Lalor Secondary College has adopted a new Instructional Model that was carefully constructed based on the needs of our students, how they will be taught and supported to learn.

In accordance with FISO 2.0, our pedagogical approach is based on current research and best practices that incorporate common and subject-specific [High Impact Teaching Strategies](#) (HITS) and student learning strategies such as the [High Impact Engagement Strategies](#) (HIES) and [High Impact Wellbeing Strategies](#) (HEWS) with a focus on the [Universal Design for Learning Principles](#) (UDL) and finally, the [Five Pillars of Applied Learning](#) (Pillars). These strategies form a suite of teaching and learning strategies that will be used by teachers across the school.

3. Assessment

Peter Lalor Secondary College assesses student progress in line with the Department's Assessment of Student Achievement with the [Department's Reporting Student Achievement policy](#) and the [VCAA VCE Administrative Handbook](#)

Students at Peter Lalor Secondary College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple areas of study (AoS) to ensure that evidence of learning and growth is captured for every student in each Study Design.

- *Teachers at Peter Lalor Secondary 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 Scope and 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.*
- *Peter Lalor Secondary 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 applicable.*
- *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 and Assessment Authority VCE VM Administrative Handbook Guidelines across the school.*

4. Reporting

Peter Lalor Secondary College reports student progress to parents in line with the [Department's Reporting Student Achievement policy](#) and the [VCAA VCE Administrative Handbook](#)

In addition, Peter Lalor Secondary 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 Peter Lalor Secondary College progress reports are issued to parents in both terms 1 and 3. Semester Reports are issued in terms 2 and 4. Parent/Teacher/Student interviews are conducted in term 2, where parents are invited to discuss their child's progress by making an appointment with their teacher. This occurs and is communicated via our Compass management system

The progress 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.

- *The Peter Lalor Secondary College Semester report will report directly against the Victorian Curriculum Assessment Authority VCE VM Design Studies*
- *Both student achievement and progress will be included in the report.*
- *Peter Lalor Secondary College will use the VCE VM Outcomes Table to access if a student has met the outcome (S) or has not met the outcome (N).*
- *The progress report looks at the five areas of assessment as they relate to student learning dispositions: Arrive on time; Prepared for work; Consider everyone's safety; Follow instructions willingly; Satisfactory attendance*

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

Parent-teacher conferencing/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.

5. 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

Peter Lalor Secondary College reviews its teaching and learning practices, and curriculum planning as part of its ongoing practice. In 2022, Peter Lalor Secondary College began the development and implementation of the VCAA Senior Secondary Certificate Reforms with the phasing out of the VCAL learning model to the new VCE VM model. This required intense planning, development, implementation and auditing of our whole school curriculum areas based on the new VCAA VCE VM Study Designs. Procedures that outlined the **how** and **when** the school reviewed its curriculum plans at whole school, Study Design, Unit Plan documentation and Lesson Plans, and **who** conducted the review. The table below is an example only

Layer of review/planning	Process and data used [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]
Whole school			
Curriculum Areas	VCAA Study Design	Teaching & Learning Team	2023-2024
Units and lessons	VCAA Study Design	Assistant Principal, Teaching & Learning Team, Teachers	December 2024 (TBC)
			Next review December 2025

Review of teaching practice

- 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.

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):

- [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Sexuality and Consent Education](#)

This policy should be read alongside:

- [whole school curriculum planning documents and resources](#)
- [teaching and learning program for VCE VM Literacy](#)
- [teaching and learning program for VCE VM Numeracy](#)
- [teaching and learning program for VCE VM Personal Development Skills](#)
- [teaching and learning program for VCE VM Work Related Skills](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	03.09.2024
Approved by	Principal
Next scheduled review date	Before September 2028