



St Arnaud Secondary College

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline St Arnaud Secondary 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 should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

St Arnaud 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.

St Arnaud Secondary 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](#)

“St Arnaud 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 St Arnaud Secondary College 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

St Arnaud Secondary College implements its curriculum with a focus on key Literacy and Numeracy skills, providing a standardised program of core-curriculum from Years 7 to 10. In senior years (Year 11 and 12), students may complete either VCE, VCE VM or VPC. At St Arnaud Secondary College, class time is structured into a weekly timetable, with 4.8 hours of learning per day, broken into six 48-minute sessions.

In Years 7 and 8, students undertake the core subjects of: English, Mathematics, Science, Humanities, Health and Physical Education (HAPE), Arts, Technology (Wood, Food, IT)

In Year 9, students continue with the core subjects of English, Mathematics, Humanities, Science and HAPE. Every Wednesday, students travel via bus to the North Central Trade Training Centre at Charlton College, where they undertake technology and art subjects.

In Year 10, students are provided with more choice: whilst they must continue with English and Mathematics, there is also an opportunity for students to accelerate in a VCE subject, or undertake a VET subject. Other subjects students may continue with include Science, Humanities, HAPE, Arts and Technology electives. Subject choices are made after course counselling and discussion with parents.

Students have the opportunity to undertake VET studies at the Charalton Trade Training Centre from Years 10 to 12.

In Years 11 and 12, students have different pathways available to them: VCE, VCE VM or VPC, along with VET options. Courses are selected after course counselling interviews and meetings with parents.

St Arnaud Secondary College adopts a Year-level Home Group structure to provide students with opportunities for increased connectedness to their teachers and peers. Home Groups occur every morning for the first 10 minutes of the day, primarily for administrative purposes; each week also features one Extended Home Group session run after recess for 25 minutes. In 2026, Extended Home Group sessions will occur on Tuesdays. These sessions are dedicated to student wellbeing, pastoral care, goal setting, and undertaking the Wellio program.

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.

All lesson plans and learning tasks are documented in the Compass LMS, where students and parents have access.

Language provision

St Arnaud Secondary College will deliver French as a Language, based on the availability of a suitably qualified and experienced teacher of this subject.

Pedagogy

The pedagogical approach at St Arnaud Secondary College is based on the VTLM 2.0 and best practice, considering the Elements of Learning and Teaching.

The Elements of Teaching have been mapped against standard practices:

- Planning: Whole-School curriculum plans, common IM, lessons documented on Compass MS, KLA Meeting schedule
- Enabling Learning: College Values, Positive Classroom Management Strategies, Student Management Centre practices, Year Level Coordinators
- Explicit Teaching: Learning Intentions & Success Criteria; the 'Explain' section of IM, documented lesson plans
- Supported Application: 'Explore' and 'Evaluate' sections of IM, competitions, excursions/incursions

All teachers use the school-developed Instructional Model, around which all lessons are planned.

The Instructional Model (page 4) aligns with the HITS:

- 'Engage' - 'Setting Goals' for Learning, 'Structuring Lessons'.
- 'Explain' - teachers engage in 'Explicit Teaching' and 'Worked Examples' to teach knowledge and skills.
- 'Explore' - students apply new knowledge and skills to scenarios, including through the use of 'Collaborative Learning' and through 'Multiple Exposures'.
- 'Evaluate' - involves reflection on the learning for that lesson, including questioning by the teacher and students, and feedback about progress.
- Across any lesson sequence, 'Differentiated Learning', 'Metacognitive Strategies', 'Questioning' and 'Feedback' are used in an intentional and iterative manner.

All lessons are documented in the Compass LMS, to ensure documentation, improve access and support absent students.

'Engage' and 'Pathways' classes are developed to support students with additional learning needs.

SBATs - are available to students moving into senior school but intending to undertake an apprenticeship.

HOL - The Hands on Learning program is available to junior and middle school students who learn best through experiential learning. Entry to the program is on an individualised basis.

Power Hour is provided for one hour every afternoon in the school buildings to support students who want to access teacher assistant to complete work.

INSTRUCTIONAL MODEL



ENGAGE with our learning

Hook
 Today we are learning ...
 Learning Intentions (LI)
 Today we are going to ...
 Success Criteria (SC)
 Today you will be examining ...
 Today you will be investigating ...
 Let's warm up ...
 Today you need to develop an understanding about ...
 Today you will be ...
 Today you need to apply ...

1. **Setting Goals**

2. **Structuring Lessons**

What do we already know about this topic?
 What can we already do in this topic?

EXPLAIN our learning

Understand Key Knowledge
 This is how to do it ...
 Let's learn the skill ...
 This is the key information ...
 Here is an example ...
 Let's look at the Learning
 Before we can do this activity we need to look at this information ...
 Intention in detail ... what do you think we will be learning?
 This is how to ...
 What do you already know about the topic?
 This is what it should look like ...
 What are the key ideas?

3. **Explicit Teaching**

4. **Worked Examples**

What do you notice from the example?
 What other information is needed?

EXPLORE our learning

Applying Key Skills
 By now, you should have...
 Your turn!
 Who has a question?
 Let's apply our skills to a game situation...
 What is the key knowledge or skill you need to apply?
 Now, I want you to ...
 What strategies are you using to answer this question?
 By now, you should have ...
 What skills have you applied to help answer this question?
 Use the information you've just learned ...
 What new learning are you using to help you answer?
 Using this new material, apply it to the activity ...
 You have finished your work: how can you improve your responses?
 Use this example to complete the following work ...
 What style of learning are you learning today?
 What do you notice about _____'s work? What do you think they are doing well?
 _____'s team is exploring _____: do you think you could use their way of learning/ thinking?

5. **Collaborative Learning**

6. **Multiple Exposures**

7. **Questioning**

9. **Metacognitive Strategies**

10. **Differentiated teaching**

EVALUATE our learning

Reflection and Exit Pass
 What is something new that you didn't know before?
 Let's evaluate our learning.
 What would you like to know more about?
 Let's review our performance.
 What don't you understand from today's lesson?
 Explain how you met the LI & SC.
 What is still confusing?
 Look at the LI and SC: what do you still need to work on?
 What would you like to do next?
 What did you learn today?
 How did we go? (individually/as a team?)

7. **Questioning**

8. **Feedback**

How did you use the Learning Intentions today?
 What will you say at home when asked "what did you do today?"

Assessment

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

Students at St Arnaud Secondary 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 St Arnaud 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 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.*
- *St Arnaud Secondary College will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion program (DI), 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 an 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

St Arnaud Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, St Arnaud 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 St Arnaud Secondary College makes use of both on-going and end-of-semester reporting.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form through the Compass LMS, with the option to translate text from English to another language, to cater to our school community.

- *St Arnaud Secondary 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](#).*
- *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).*
- *St Arnaud Secondary 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	Leadership (incl. Timetabler & Daily Org) <ul style="list-style-type: none"> - Examination of Senior Electives - Comparison with Staffing Profile - Allocation of Positions of Responsibility - Consideration of learning needs in classes, including DI funding - Assessments and Academic Results Reporting Schedule: <ul style="list-style-type: none"> - 6-weekly Assessment cycle (default) - Exam Weeks - Semester Reporting Timeline - Parent-Teacher interviews 	Principal Assistant Principal	Term 4 of Year Prior - Annually
Curriculum Areas	English, Maths, Science, Humanities, HAPE, Arts, Technology, LOTE Vertical alignment of curriculum Informed by: <ul style="list-style-type: none"> - VCE Results - Vic Curriculum outcomes 	Assistant Principal KLA Leaders	Annually

	<ul style="list-style-type: none"> - Naplan - Literacy and Numeracy assessments - Teacher judgement <p>Regular view of curriculum taught. VCE subjects determined by demand.</p>		
Year levels	<p>Focused on wellbeing and effect on engagement and achievement.</p> <p>Affects class groupings, and Tier 2 and Tier 1 interventions.</p> <p>Profiles and interviews with students.</p> <p>DI Profiles</p> <p>Class groupings</p> <p>Student Achievement & Engagement meetings - once per term.</p>	Principal Year Level Coordinators	Semesterly
Units and lessons	<p>Conducted through KLA reviews</p> <p>Informed by data from:</p> <ul style="list-style-type: none"> - Naplan - Literacy & Numeracy Assessments - Teacher judgements - Assessment outcomes - DET policies 	KLA Leaders Classroom teachers	Annually

Review of teaching practice

St Arnaud Secondary 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](#)

- [o Physical and Sport Education — Delivery Requirements](#)
- [o Holocaust Education](#)
- [o Reporting Student Achievement and Progress Foundation to 10](#)
- [o Sexuality and Consent Education](#)
- [o School Hours \(including variation to hours\)](#)

- This policy should be read alongside:
 - Whole School Curriculum Area Plans
 - Teaching and Learning Unit Plans
 - Subject Overviews
 - Lesson Plans and Learning Tasks - Compass LMS
 - SASC Statement of Values and School Philosophy
 - SASC Student Well-being and Engagement Policy
 - SASC Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2025
Approved by	Tony Hand (Principal)
Next scheduled review date	December 2029