



Curriculum Framework



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 5336 7804.

PURPOSE

The purpose of this framework is to outline Mount Rowan 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 map, curriculum area map, and unit plans.

OVERVIEW

Mount Rowan 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.

Mount Rowan 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](#)

Mount Rowan Secondary College aims to develop a safe, kind and inclusive learning environment. A culture of mutual respect, academic achievement and learning growth is the aim for each day. Lifelong learning is important for all members of our school community. Together we grow and

achieve so that we are all at our best, as a person and as a learner

We believe all students can learn and benefit from actively engaging in their own learning, the learning and awareness of others as we all meet the challenges of the curriculum and the challenge of meeting individual needs. These are positive challenges we work on together and we will all support our school culture to be Respectful, full of Pride and effort is shown when we are all striving for Excellence.

IMPLEMENTATION

Mount Rowan Secondary College implements its curriculum in English, Maths, Science, Humanities, Visual Arts, Drama, Music, Physical Education, Health, and Technology – Wood, Systems and Food. Year 7 and 8 students also undertake Literacy and Numeracy tiered interventions tailored to the learning needs of the cohorts. At Mount Rowan Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 50-minute sessions.

Mount Rowan Secondary College adopts a vertical home group structure within houses to provide students with opportunities for increased connectedness to their teachers and peers. Home group is held for 5 minutes every morning except Wednesday, when a 30 minute extended home group class is held before lunchtime.

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 map, curriculum area map, and unit plans.

Language provision

Mount Rowan Secondary College delivers Spanish as a Language at Year 7 and 8. We selected Spanish, as of our all feeder schools deliver different languages and we did not want to advantage some students over others. It was also selected as it is the world's second-most spoken native language. At Year 9, the school delivers AUSLAN, selected due to a vibrant deaf community in our local area, and the interactive and tactile nature of sign language being well-suited to our students.

Pedagogy

The pedagogical approach at Mount Rowan Secondary College is driven by FISO 2.0, the VTLM 2.0 and HITS. Mount Rowan Secondary College's Instructional Model is GAINS (**G**oal, **A**ctivate Prior Knowledge, **I**ntroduce, **N**avigate and apply, and **S**ummarise) which provides the structure for learning. Our core pedagogical strategies are outlined in our Instructional Playbook, which covers four big ideas (**P**reparing to learn, **T**eaching: explain and model, **C**hecking for understanding, and **R**esponding: feedback) and outlines specific teaching techniques for each one.

Assessment

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

Students at Mount Rowan 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 Mount Rowan 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).

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 unit plans. 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.

Mount Rowan 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 possible, teachers will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that teachers can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Mount Rowan Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mount Rowan Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the semester, including through twice-annual formal reporting.

Teachers at Mount Rowan 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.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with printed copies available upon request.

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

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	Changes are made when a cohort need is identified through data, including NAPLAN, PAT, LAF, DIBLES, AToSS, and internal data.	Leading Teacher for Teaching and Learning, in collaboration with the Teaching and Learning and Leadership Teams	Annually
Curriculum Areas	Changes are made when a cohort need is identified through data, including NAPLAN, PAT, VCE etc.	Learning Area Leaders	Annually, or at the end of each semester
Units and lessons	Changes are made when a cohort need is identified through data, including formative and summative assessment.	Teaching teams, overseen by Learning Area Leaders	Ongoing - prior to and following each unit

Review of teaching practice

Mount Rowan 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](#)
 - [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 map
 - learning area maps
 - unit plans

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2025
Approved by	Principal
Next scheduled review date	April 2028