

Carrum Downs Secondary College

CURRICULUM FRAMEWORK



PURPOSE

The purpose of this framework is to outline Carrum Downs 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 subjects and year level specific curriculum plans that are located on the college Google drive.

OVERVIEW

Carrum Downs 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.

We are 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](#)

At Carrum Downs Secondary College we provide students with a balanced and flexible learning program in line with the Victorian Curriculum that allows them to foster talents and interests and tailor their learning program towards pursuing open ended range of potential career pathways.

Junior School

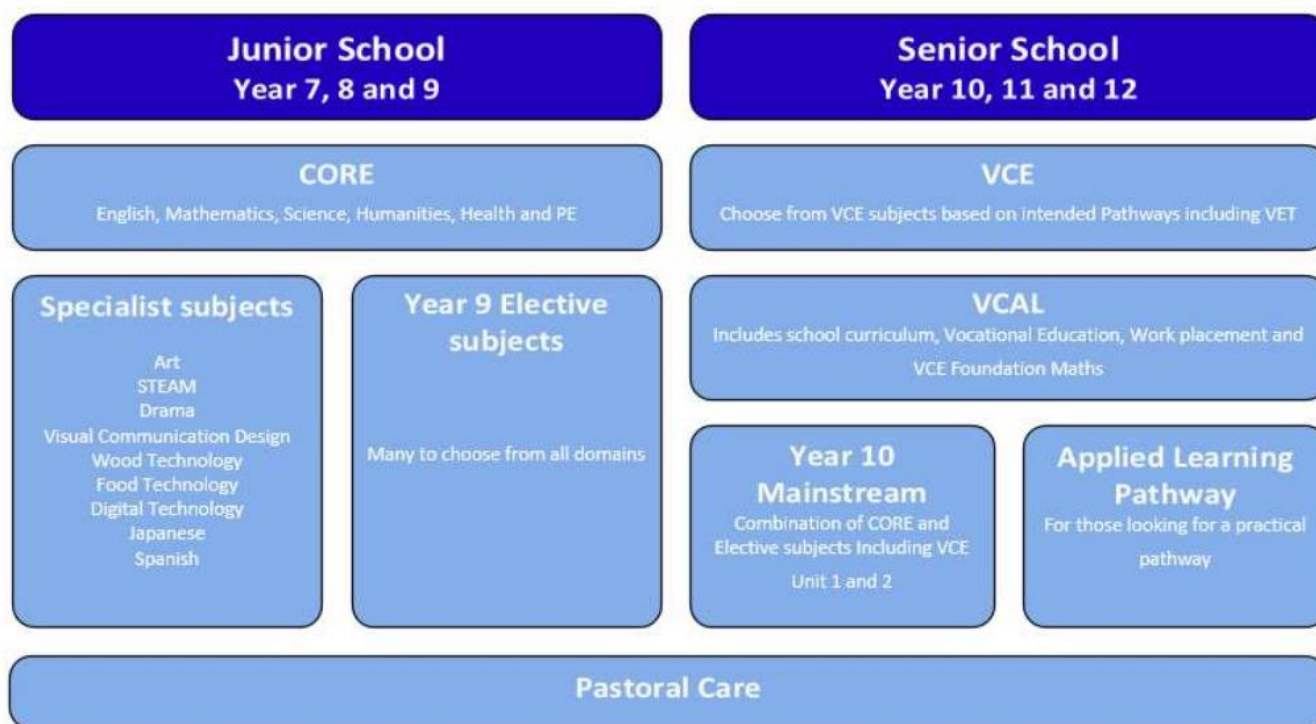
In Years 7 – 9 students undertake the targeted teaching program in English and Mathematics, and they undertake core studies of Science Humanities and Health and Physical Education whilst studying a broad range of specialist subjects including subjects from the arts and technology and Japanese. In Year 9 the structure of the program is very similar with the exception that students get to choose electives rather than studying compulsory specialist subjects.

Senior School

In our senior program students make choices within every subject area of their learning program. At Year 10 there are 3 levels of Mathematics and English that students can choose from. Students must undertake Core Humanities and Core Health and PE, and they must select at least 1 Science Subject. In addition to this students will select additional subjects based on their interests and pathways. Students in Year 10 can also select to undertake 1 VCE subject as an accelerated study. Students may also select the Applied Learning Pathway that prepares students for a Vocational

Major pathway and allows them to study a VET course and undertake work placement alongside their core studies. The Senior Stage in Years 11 and 12 – students undertake their senior certificate – either VCE or Vocational Major. A VET course is a requirement of the Vocational Major program, however many VET subjects may also be undertaken as part of a VCE.

The following map illustrates the subjects and pathways offered to students in Junior and Senior School.



IMPLEMENTATION

At Carrum Downs Secondary College class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into five 60 minute sessions. We run an alternate timetable on a Tuesday that includes four 55 minute sessions and one 45minute session of Pastoral Care. Students are dismissed early bat 1.50pm on this day and have lunch offsite.

Carrum Downs Secondary College adopts a Pastoral Care program to provide students with opportunities for increased connectedness to their teachers and peers. All students undertake 1 Pastoral Care Session that is held on a Tuesday for 45 minutes per week. Students in year 7 and 8 undertake most of their classes in their Pastoral care group.

An outline of the fortnightly 60 minute period allocated for subjects at each year level are provided below.

Year 7 and 8 – All subjects are compulsory

Key Learning Area	Subject Name	Level	Period allocation
English	English	Year 7 and 8	9 Periods
Mathematics	Mathematics	Year 7 and 8	9 Periods
Sciences	Science	Year 7 and 8	6/7 periods
Humanities	Humanities	Year 7 and 8	6/7 periods
Health and Physical Education	Health and PE	Year 7 and 8	6 periods
Arts	Drama	Year 7	4 periods (1 semester)
	Art	Year 7 Year 8	4 periods (1 semester) 5 periods (1 semester)
Technologies	Wood Technology	Year 7	4 periods (1 semester)
	Digital Technology	Year 7	4 periods (1 semester)
	Food Technology	Year 8	5 periods (1 semester)
Languages	Japanese	Year 8	4 periods (1 semester)
Cross Learning Area subjects	STEAM	Year 7 and 8	4 periods

Year 9

Key Learning Area	Subject Name	Compulsory or elective	Period allocation
English	English	Compulsory	9 Periods
Mathematics	Mathematics	Compulsory	9 Periods
Sciences	Science	Compulsory	7 periods
	Electives offered	Elective	5 periods (1 semester)
Humanities	Humanities	Compulsory	7 periods
	Electives offered	Elective	5 periods (1 semester)
Health and Physical Education	Health and PE	Compulsory	6 periods
Arts	A range of electives are offered	Students must take at least 1 elective	5 periods (1 semester)
Technologies	A range of electives are offered	Students must take at least 1 elective	5 periods (1 semester)
Languages	Japanese	Elective	5 periods

Year 10

Key Learning Area	Subject Name	Compulsory or elective	Period allocation
English	Advanced English	Must choose 1	8 Periods
	Core English		
	Everyday English		
Mathematics	Advanced Mathematics	Must choose 1	8 Periods
	Core Mathematics		
	Everyday Mathematics		
Sciences	General Science	Must choose at least 1	8 Periods (1 semester)
	Physics		
	Chemistry		
	Biology		
Humanities	Humanities	Compulsory	8 Periods (1 semester)
	Electives offered		
Health and Physical Education	Health and PE	Compulsory	8 periods (1 semester)
	Electives offered		
Arts	A range of electives are offered	Students must take at least 1 elective	8 periods (1 semester)
Technologies	A range of electives are offered	Students must take at least 1 elective	8 periods (1 semester)
Languages	Japanese	Elective	8 periods

Senior Program

In the Senior Program students will undertake either a VCE general or VCE Vocational Major Pathway

Year Level	VCE General	Vocational Major
11	Students study 6 subjects Students must study English Students may select a VET course as one of their subjects	Students study Literacy, Numeracy, Personal Development Work Related Skills Students must undertake a VET
12	Students study 5 subjects Students must study English Students may select a VET course as one of their subjects	Students can undertake subjects from VCE general

Targeted Teaching Program (Years 7-9 English and Mathematics)

At Carrum Downs Secondary College our vision is to nurture the growth of every student, and one of the ways we do this is through our **Targeted Approach to English and Mathematics**. This program delivers **every student** a learning program that is aimed at their point of need. As part of this program all students are placed in **fluid groups** based on the results of our ongoing assessment program. We understand that learning is a constantly evolving process, and the term fluid means that student groupings can change as they progress through the curriculum and their learning needs change.

Our teachers work collaboratively to monitor assessment data and plan their learning programs. This program allows us to extend and challenge students who are demonstrating an advanced understanding of the curriculum, whilst also allowing us to target extra resources for students with higher learning needs. These extra resources include the provision of extra teachers in the classroom teaching space to ensure every student is supported to grow and improve towards meeting or exceeding the standards.

Curriculum Mapping

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 plans that are accessed via the college Google drive.

Curriculum Maps are developed for all subjects college wide, and are expected to provide the following guidance to teachers:

Every subject should have

- A timeline and sequence showing the names of all units studied and a calendar of when they should be undertaken

Every unit should have

- A summary of the unit scope
- Specification of the relevant Victorian Curriculum **Content Descriptors** and **Achievement Standards**
- A specification of the **Key Knowledge** and the **Key Skills** that are to be taught in the unit
- A description of the **assessment tasks** for the unit including CPA (Common Pre-Assessment), CFA (Common Formative Assessment) and CSA (Common Summative Assessment – these should be hyperlinked to the actual files as they are stored in the Google Drive
- A link to the Victorian Curriculum **rubric** for the unit
- Advice and resources to support the learning of **low attaining and high attaining students**
- A sequence of **Learning Goals** that are broken down into a weekly guide and provide the direction for the explicit teaching
- Hyperlinked **Digital resources** (Eg. Powerpoints) to support the teaching of the unit
- Tasks that incorporate Whole School Literacy Strategies and GANAG Thinking skills

Sample Weekly Scope and Sequence

Term & Week	Topic	Goal	Resources: List any resources needed for the lesson	Thinking skills WSL	HITS	Homework & Assessment CPAs/CFAs/CSAs Homework
T1 – W1	Weekly topic focus	1. I can name the 6 types of angle	5 Types of Angles.pptx	WSL Focus - to be completed throughout unit Remote Learning Glossary.pptx	Tick the appropriate HITS focus for this lesson	CFA 1
		2. I can estimate the sizes of angles	2 Estimating Angles.pptx			CFA 2
		3. I can measure angles using a protractor	3 Measuring Angles.pptx			
		4. I can draw angles of a specific size	4 Drawing Angles.pptx			CFA 3

Sample Curriculum Planner

<u>Scope and Sequence</u>	<u>Year 7 (Maths) (Geometry)</u> <u>Unit Overview:</u> In this study students explore angles in the real world and solve problems involving the properties of angles and polygons. They classify triangles and quadrilaterals and name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles.	
<u>Content Descriptors</u> & <u>Achievement Standards</u>	<u>Content Descriptors:</u> - Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (VCMMG231) (LEVEL 6) - Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (VCMMG264) - Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (VCMMG265) - Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (VCMMG263) - Classify triangles according to their side and angle properties and describe quadrilaterals (VCMMG262)	<u>Achievement Standards:</u> - They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. - Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles.

<u>Knowledge</u> & <u>Skills to be taught</u>	<u>Knowledge:</u> Students must know that: • Angles are measured in degrees, and that a full circle is made up of 360 degrees • The names of the angles of various size • The number of degrees in a full, half and quarter revolution • The definition of complementary and supplementary angles • The angle sum of a triangle is 180 degrees, and the angle sum of a quadrilateral is 360 degrees • The names of different types of triangles and how they are described		<u>Skills:</u> Students must be able to: • Estimate and measure using a protractor the value of a given angle • Solve problems that involve calculating a missing angle in either a revolution, straight angle or revolution • Find complementary and supplementary angles • Sort and classify triangle according to their properties • Find missing angles inside triangles and quadrilaterals using angle sum properties	
<u>Assessment</u>	<u>CPA:</u> <u>PRE Assessment Angles Polygons Combined.doc</u>	<u>CFA:</u> <u>CFA's</u>	<u>CSA:</u> <u>POST Assessment Angles Polygons Combined.docx</u>	<u>Rubric:</u>
<u>Differentiation</u>	<u>Lower Attaining Students - Strategies:</u> Focus on recognising right angles and then identifying angles as either larger or smaller than right angles <u>Group</u>		<u>Higher Attaining Students - Strategies:</u> Higher level skills explore congruence and similarity as well as angle sums of polygons with n number of sides Group 1 Resources - TBC	

Compass Lesson Plans

Each lesson teachers are expected to upload a lesson plan onto the lesson plan section on Compass in advance of their class being taught. This practice facilitates students being able to access the learning materials for their class and provides a record for parents, teachers and school leaders as to what learning has taken place – which facilitates the support of our students when there are disruptions to learning.

The Lesson Plan on Compass at a minimum should consist of the following:

- A learning goal
- The embedding of the digital presentation used to deliver the lesson
- Any other resources or work required to be completed in the lesson

Weekly/Fortnightly Learning Tasks

Teaching teams are expected to set regular learning tasks in order to build a culture of work submission and tracking learning progress. These tasks are set as a team and pushed out to teams through Compass as Learning Tasks. Students who fall behind in their submission of these tasks should be followed up by the teacher through the Learning Area redemption process that will commence from 2022.

Homework Policy

There is a consistent whole school approach to homework. Regular Homework will be set by all teachers in line with the expectations of the new Homework policy. The Homework should be set as a Learning Task on Compass and should be assessed as either completed or not completed.

Generally, students in Years 7 and 8 will be expected to spend up to **60 minutes** per school day on homework tasks and/ or home study and Year 9 students will be expected to spend up to **90 minutes** per school day. Students in Year 10 will spend up to **2 hours** per school day at home on coursework tasks and/or home study, whereas students studying VCE subjects can expect to spend between **3 and 5 hours** at home completing coursework per subject per week, with potentially **further study expected** during assessment periods.

Language provision

Carrum Downs Secondary College will deliver Japanese as a Language to students in year 8. Students can elect to continue their study of Japanese into years 9 and 10. We deliver this language because of the closeness in proximity to Japan and the high levels of interest for this subject from our students. We also have stable staffing and resourcing for Japanese.

Pedagogy - GANAG

At CDSC we use the GANAG lesson schema to ensure our focus of every lesson and the way we teach is to actively engage students in their learning at every stage of the lesson. Our schema is flexible in approach while embedding the **9 high yield learning strategies (HYLS)** based on the research of Pollock and Marzano, which demonstrated that students who use these strategies achieve significant gains in their learning. The aim of the lesson schema is to improve student learning by having all of our students practice these 9 strategies over a variety of lessons through various deliveries. At CDSC we use this in conjunction with the Department of Education's 10 High Impact Teaching strategies (HITS) to ensure that our teachers are using evidence based teaching practices in their classrooms. The GANAG lesson schema embeds common lesson structure incorporating 5 phases into each lesson.

- G – Goal Setting
- A – Accessing Prior Knowledge
- N – New Content
- A – Application
- G – Goal Review

The “G” of GANAG – Learning Goal

Every teacher and student at our college uses the **CDSC student goal sheet** to set a learning goal for each lesson. This **2 minute phase of the lesson** has 2 elements:

- The students record their learning goal on their goal sheet
- The students record on their sheet a rating of their understanding and intended effort before a lesson, which then serves as a benchmark for measuring learning growth and providing the opportunity to review their progress at the end of the lesson by completing an end of lesson rating.

This phase of the lesson targets the following High Yield Learning Strategy:

Ch.	High Yield Learning Strategies	Learning Gain
1	Setting Objectives and providing feedback	+23%
2	Reinforcing Effort and providing recognition	+29%

The start of the lesson is a critical time for student engagement, and teachers are encouraged to move around the room observing their students’ pre-ratings and if needed, assisting students to decode the learning goal so that they are able to provide themselves an accurate rating of their understanding.

Accessing Prior Knowledge (APK)

This stage of the lesson is about helping our students engage with the lesson and asking students to connect what they already know about the topic from their **life experiences**. This can be done in a variety of non-linguistic formats. A key element of this phase is to not to allow it to turn into a “teaching moment” where the teacher corrects or unpacks students prior knowledge, rather it is a short phase where students are encouraged to share their prior understandings in an open and non-judgemental space before entering the New Content phase. This short phase of the lesson should contain 3 elements and **should take approximately 3 minutes to deliver**.

- A non-linguistic prompt related the topic for the students to discuss
- Some questions for the students to consider in guiding their thinking
- Time for the students to talk to the peers about their thinking using a “turn and talk” or “think pair share”.

This phase of the lesson targets the following High Yield Learning Strategies:

Ch.	High Yield Learning Strategies	Learning Gain
3	Cooperative Learning	+22%
4	Questions, cues and advanced organisers	+22%
5	Non-linguistic representation	+27%

New Content

This is the phase of the lesson where our students are explicitly taught new content, and there are a number of strategies that our teachers use to enhance learning outcomes. Teachers aim to pause the delivery of content every few minutes to give students a chance to interact with the content. This could be referred to as chunking content.

During this time students could be:

- Recording their thinking in their notebooks
- Responding to and generating their own questions about the content
- Checking their progress and understanding with peers

There are a range of strategies that can be employed to support student learning and engagement during this phase of the lesson. These include:

- Use of an Interactive Notebook specifically set up to help students record their thinking and annotate their work as they go
- Use of strategies to help students develop ownership of the notebooks, such as having a personalised cover page, numbering pages, contents pages
- Increasing the use of visual prompts and images in slides and presentations to engage students to think about the content.

This phase of the lesson targets the following High Yield Learning Strategies:

Ch.	High Yield Learning Strategies	Learning Gain
3	Cooperative Learning	+22%
4	Questions, cues and advanced organisers	+22%
6	Summarising and note taking	+34%
7	(Homework and) practice	+28%

Application

This phase of the lesson is where students get to apply their learning and undertake practice. The work they do in this phase will depend on the type of new knowledge that students are learning.

- Procedural knowledge (Practice of Skills)
- Declarative knowledge (Inquiry Skill)

To become more proficient at skills – or procedural knowledge, a person practices. It is the knowledge that we have practiced enough times, its application seems **automatic**. Students apply procedural knowledge by practicing the skill and improving their fluency. Student practice should work through the phases from explicit teacher modelling to guided practice, working towards the students undertaking independent practice.

To productively use declarative knowledge, a person thinks. It is the **thinking skills** and having students produce a **new version** of the knowledge. When the learning goal is based around declarative knowledge then this phase of the lesson aims to have students engage with the content by teaching them to apply specific thinking skills to aid them in processing and understanding the content in a deep way.

This phase of the lesson targets the following High Yield Learning Strategies:

Ch.	High Yield Learning Strategies	Learning Gain
4	Questions, cues and advanced organisers	+22%
7	(Homework and) practice	+28%
8	Identifying similarities and differences	+45%
9	Generating and testing hypotheses	+23%

Goal Review

Before the end of the lesson, students re-assess their knowledge and performance on the goal as well as their effort to see how well they learned. It is essential that students are prompted to reflect on their goal at the end of the lesson, and this also provides an opportunity for teachers to collect immediate formative feedback about the success of the learning in their lessons.

Assessment

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

Students at Carrum Downs 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.

A variety of assessment strategies are embedded in our curriculum plans, and these are planned for and reviewed by teams of teachers in our **Professional Learning Communities (PLCs)** and collaborative planning meetings. PLCs are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. PLCs bring together teams of teachers and leaders with a singular focus of success for every student.

Our PLCs are focused curriculum teams that have a common curricular focus and they can be either year level based or subject based across multiple year levels. Typically our PLCs are teams of 4-6 teachers, and they follow an inquiry approach investigating a learner centred problem, based around the FISO Improvement Cycle. The focus of the investigation is based around the essential skills that develop progressively and connect the different year levels of the curriculum together – rather than discrete blocks of content knowledge that are learned independently. PLC Cycles are completed within 1 Term, and incorporates teacher PD and ongoing monitoring of student learning.

PLC and collaborative planning work will take place on Tuesday afternoons between 2.30pm and 4pm. All teaching staff work on a Tuesday and this time is dedicated for work on PLCs and related Professional Learning. There are 4 distinct stages of the FISO inquiry cycle:



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. Assessment tasks fall into 1 of 3 categories.

Common Pre Assessment (CPA)

CPAs are developed during the Evaluate and Diagnose Stage of the FISO Improvement Cycle. They are developed in line with the learning needs of the cohort within their subject area, and are assessed using our Rubrics that are aligned to the Victorian Standards. Student results are reported using the Victorian Curriculum Scale and the results of the CPA are analysed by the PLC team to determine the Learner Centred Problem for the PLC cycle. The CPA should align with the CSA so that student learning growth can be measured.

Common Formative Assessment (CFA)

CFAs are planned for, delivered and analysed during the Develop and Plan phase of the FISO cycle. These are typically small tasks that are used to measure student progress through the PLC cycle. These tasks give teachers the chance to measure how students are performing and adjust their teaching plan and practice according to the learning needs of their students.

Common Summative Assessment (CSA)

CSAs are formal assessment tasks that are used to assess student performance against the Victorian Curriculum. These are delivered in the Evaluate and Diagnose stage of the FISO cycle, and are used as a final measure of success

of the PLC as well as informing future improvement for the PLC. Results from CSAs are reported using Compass and are the basis for reflection on the learning that has occurred during a unit of work.

In their PLC and collaborative planning teams, 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.

Individual Learning Plans

Carrum Downs Secondary College will develop Individual Education Plans (ILPs) 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. The school will also develop ILPs for any students identified at risk for another reason. ILPs document specific goals and strategies that are tailored for at risk students to support them in achieving success in the learning.

The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

Reporting

Carrum Downs Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, the school ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester through:

- Progress reports that are released 3 times per semester and report on Learning Habits in the classroom
- Learning Tasks on Compass that reflect performance in assessments as they are completed
- Through twice-annual semester reporting that provides judgments against the Victorian Curriculum.

At Carrum Downs Secondary College, semester reports will be in a written format easy for parents/carers to understand and will be accessible in digital form.

- 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 all subject areas.
- 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	Whole School Curriculum Planning is reviewed considering the broad needs of our students and community, considering the pathway options that are being selected by our students and the progress of our college against relevant academic data sets from our VCE results and NAPLAN. The ever changing needs of the timetable are also considered.	Assiatant Principal working with Leadership Team members including Pathways Team, Learning Area Leaders and Timetabler.	Annually
Curriculum Areas	Learning plans across different levels are planned concurrently to ensure vertical alignment across year levels and progressive scaffolding of skills for students as they progress thoughtout year levels. Curriculum Plans for key learning areas are reviewed annually to ensure that we are being responsive to the learning needs for our cohorts of learners. VCE outcomes as well as standardised testing is considered when reviewing changes to learning plans.	Leading Teacher – Learning Area Leader	Annually
Year levels	Year level scope and sequences are reviewed by Learning Area Leaders with their teams on an annual basis, and are adjusted based on the data collected about the cohort from standardised testing (NAPLAN and PAT) and from results and feedback from particular units of work.	Leading Teacher – Learning Area Leader	Annually
Units and lessons	Units of work and lessons are reviewed and adjusted by the teaching team continuously throughout the delivery of the unit, taking into account the needs of learners as identified through formative assessment. Teams will review the sequences of lessons and learning activities, planning for differentiation and being responsive to the current needs of their learners.	Teaching teams	Unit and lesson review is ongoing - each unit is reviewed annually

Review of teaching practice

Carrum Downs 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
- Collaborative Planning where teams come together to review teaching and learning sequences and teaching strategies including how teachers are implementing the college instructional model
- Peer Observation – the college is developing a peer observation model to assist teachers to receive feedback and see the practice of others
- 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:
 - 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	1/3/2024
Approved by	Michael Melfi
Next scheduled review date	1/3/2027