



**Caulfield**  
JUNIOR COLLEGE

École franco-australienne  
de Melbourne

## CURRICULUM FRAMEWORK POLICY

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### PURPOSE

The purpose of this framework is to outline Caulfield Junior 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.

### SCOPE

This policy applies to the implementation of the curricula in the following ways:

- Victorian Curriculum – full-time delivery of the Victorian Curriculum.
- French Bi-National Program – delivery of both the Victorian and French Curricula.

### OVERVIEW

Caulfield Junior 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.

Caulfield Junior College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10 and the French Curriculum](#). 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:



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- o [Physical and Sport Education – Delivery Outcomes](#)
- o [Sexuality and Consent Education](#)
- o [Holocaust Education – Delivery Requirements](#)

The French Bi-National Program is accredited by the French Ministry of Education and enables the school to deliver the French Curriculum concurrently with the Victorian Curriculum. The French Bi-National Program teachers the two curricula on alternating days. Entry into the Program is dependent on the school's Enrolment Policy.

The core purpose of the school is articulated in the School Strategic Plan and is operationalised through the Annual Implementation Plan. These documents are collaboratively written by the school leadership team and staff, with input from students and the broader community. The School Strategic Plan is written on completion of the DET Review, undertaken by a panel involving an external reviewer, external DET members and a nominated school panel. It is a DET requirement that the School Strategic Plan and Annual Implementation Plan are approved by the School Council.

## IMPLEMENTATION

At Caulfield Junior College, the curriculum is delivered as follows:

	<i>Victorian Curriculum</i>	<i>French Bi-National Program</i>
Literacy	10 hours (5 hours reading, 5 hours writing)	10 hours – 5 hours French, 5 hours English (5 hours reading, 5 hours writing)
Numeracy	6 hours	3 hours French, 3 hours English
Inquiry	3 Hours	1.5 hours French, 1.5 hours English
Performing Arts, Digital Technologies, STEM, Physical Education and Visual Art	45 minutes per week.	45 minutes per week.
LOTE (French)	45 minutes per week.	LOTE provided through Bi-National Program.



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### Curriculum Plan

The curriculum is planned via the following methods:

<i>What?</i>	<i>Who?</i>	<i>When?</i>	<i>Where?</i>
Scope and Sequence	Assistant Principal	Beginning of school year.	Google Drive
Term Planners	Team Leaders Grade Level Teams	Prior to the beginning of each term.	Google Drive
Work Programs	Individual teachers	Prior to the beginning of each week.	Google Drive

### Assessment

Caulfield Junior College assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Caulfield Junior 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 Caulfield Junior 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*



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*completion. Teachers will make modifications to the task to cater for students with additional learning needs.*

- *Caulfield Junior 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, 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**

Caulfield Junior College reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Caulfield Junior 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 Caulfield Junior College 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.

Caulfield Junior College will report directly against the Victorian Curriculum F-10 achievement standards and, if enrolled in the FBP programme, the French Curriculum 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). Caulfield Junior College will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.



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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	Vic and French Curriculum	Assistant Principal	Term 4
Curriculum Areas	Vic and French Curriculum	Curriculum Leaders/Learning Specialist	Term 4
Year levels	Student Data	Teaching Teams	Ongoing
Units and lessons	Student Data	Teaching Teams	Ongoing

### **Review of teaching practice**

Caulfield Junior 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](#)



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- o [Students with Disability](#)
- o [Koorie Education](#)
- o [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 \(including variation to hours\)](#)

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	2022
Approved by	Chris Chant
Next scheduled review date	2025