

# CURRICULUM FRAMEWORK for Hawkesdale P12 College

## PURPOSE

The purpose of this framework is to outline the organisation, implementation and review of curriculum and teaching practices at Hawkesdale P12 College, ensuring that all eight Learning Areas within the Victorian F-10 Curriculum 2.0 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 the school assesses student learning, how student performance is recorded and monitored, and when and how reporting to parents occurs.

This curriculum framework should be read alongside our whole school, curriculum area and year level curriculum plans; these documents are available via a Google Docs landing page on our College Google Drive.

## OVERVIEW

Hawkesdale P12 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.

Hawkesdale P12 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:

- Ensuring that 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](#)

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. We aim to develop independent learners by using a clear and consistent schoolwide instructional model incorporating responsive teaching and positive classroom management strategies. We hold high expectations for our students and deliver an intellectually rigorous and flexible curriculum with multiple pathways appropriate to children and adolescents in the 21st century.

Hawkesdale P12 College has a long history of providing strong educational and wellbeing outcomes for students. Our students have access to a wide range of camps, excursions, sporting and outdoor

education opportunities, as well as authentic vocational and pathways opportunities. Our school has invested in structured literacy and maths enquiry approaches to boost literacy and numeracy outcomes for our primary students, as well as systems to build strong senior school results. Core and elective subjects provide a broad coverage of Year 7-10 literacy, numeracy and interest-based learning, with the addition of TAFE, work experience, work placements and external studies opportunities for students in Years 10-12.

Post-COVID student health and wellbeing is a school and DE priority, with the introduction of structures, systems and processes to integrate wellbeing into the curriculum and classroom practice, and to drive a safe, inclusive school environment. Key DET priorities - the implementation of the Senior Secondary Reform, the Vic Curriculum 2.0, the explicit teaching practices of the Victorian Teaching and Learning Model 2.0, structured literacy and the Vic Reading Position, the Disability Inclusion model for supporting individual student needs, and comprehensive resourcing to address mental health and wellbeing for primary and secondary students - are being implemented thoroughly.

Programs that support student agency and engagement are a vibrant part of our school, and include Hands on Learning, Student Voice, the LBGTQIA+ Skittles group, a Nurture Space, the Karrang Thookay indigenous student team, primary school buddies, ADVANCE and the Hawkesdale Volunteers team. Connections into the community through volunteering, shared commemorations, vocational activities and a colourful social media presence are valued by our school and community.

Our school is committed to the Victorian Education State vision: to deliver excellence in every classroom in every corner of the state.

## IMPLEMENTATION

Hawkesdale P12 implements its curriculum as prescribed by the Department of Education, utilising the content and outcomes of the Victorian F-10 Curriculum 2.0 and the scope of the VCAA VCE Study Design teaching and learning architecture. The VTLM 2.0 guides practice and learning improvement through a research-informed focus on the elements of learning and teaching and is central to defining the pedagogy and expectations required of Victorian government schools.

Primary literacy classes follow the guiding pedagogy of the DE F-2 Reading Position, focussing on vital foundational skills that have a reciprocal relationship and that are necessary to enable students to independently read and respond to increasingly complex fiction and non-fiction texts. The Big 6 of oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension are essential elements of structured literacy classes for primary grades, and the recommended 120 minutes of uninterrupted literacy teaching and learning time is an integral part of the daily primary school schedule. The two hour literacy block is broken into two distinct components: *Core Literacy* which includes phonics, fluency and handwriting, and *English* which includes the explicit teaching of vocabulary along with reading comprehension and writing skills.

Primary numeracy classes follow the pedagogy of the DE Mathematics Position Statement, focussing on improving student proficiency in numeracy across all school levels to lift attainment and using the Victorian Curriculum: Mathematics 2.0 to guide teaching practice. Our school provides the recommended minimum of 60 minutes of uninterrupted numeracy instruction per day for Foundation to Year 6 students.

Year 7 and 8 classes feature subjects taken from each of the 8 Victorian Curriculum 2.0 Learning Areas: The Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science and Technology. Year 9 and 10 classes feature core subjects taken from the Vic Curriculum 2.0 Learning

Areas in English, Mathematics, Health and Physical Education, Humanities and Science, with electives covering The Arts, Languages and Technologies across a two-year cycle.

VCE students in Years 10-12 are able to select from a wide range of subjects across traditional VCE, VCE Vocational Major and the Victorian Pathways Certificate courses of study following VCAA guidelines and expectations around certificate eligibility, assessment and integrity of Study Design delivery. Our school complies with the guidelines and vocational opportunities of the DE Senior School reform, and students have full access to TAFE courses, apprenticeships and structured workplace learning options to complement their VCE studies.

Students in Years F-10 are able to access social and emotional learning classes for one hour per week. These classes are drawn from the comprehensive Resilience, Rights and Respectful Relationships curriculum. VCE students are exposed to the RRRR curriculum through targeted sessions and incursions/excursions across a two year cycle.

Capabilities within the Victorian Curriculum 2.0 are woven into daily teaching and learning. Threads of Critical and Creative Thinking, Ethical Capability, Intercultural Capability and Personal and Social Capability wind through the 8 Learning Areas from Years F-12 and are prominent in our camps and excursions program.

At Hawkesdale P12 College class time is structured into a weekly timetable, with 25 hours of weekly instruction broken into 5 hourly subject sessions every day.

Our school adopts a home group structure at Years 7-12 to provide students with opportunities for increased connectedness to their teachers and peers. Home group classes are held for 10 minutes every morning.

At Hawkesdale P12 College time allocations for subjects within Learning Areas are structured as per the curriculum tables below:

<b>Years F-1</b>		
Literacy	10 hourly sessions per week	600 minutes per week
Numeracy	5	300
Integrated Studies	2	180
Art/Music/Drama	2	120
PE	2	120
Chinese	1	60
Library	1	60
Buddies	1	60
SEL Program including RRRR and SWPBs	1	60
	25 sessions per week	1500 minutes per week

<b>Years 2-4</b>		
Literacy	10 hourly sessions per week	600 minutes per week
Numeracy	5	300
Integrated Studies	3	180
Art	2	120
PE	2	120
Chinese	1	60
Library	1	60
SEL Program including RRRR and SWPBs	1	60
	25 sessions per week	1500 minutes per week

<b>Years 5-6</b>		
Literacy	10 hourly sessions per week	600 minutes per week
Numeracy	5	300
Integrated Studies	1	60
Art	2	120
PE	2	120
ICT and STEM	2	120
Chinese	1	60
Buddies	1	60
SEL Program including RRRR and SWPBs	1	60
	25 sessions per week	1500 minutes per week

<b>Year 7</b>		
English	4 hourly sessions per week	240 minutes per week
Mathematics	4	240
Humanities	2	120
Science	2	120
PE	2	120
Sport	1	60
Ad Health	2	120
LOTE	1	60
Food Studies SEM1 only	2	120
Design and Technology SEM2 only	2	120
Visual Arts	2	120
ICT	2	120
Learning 4 Life: RRRR and SWPBs	1	60
	25 sessions per week	1500 minutes per week

<b>Year 8</b>		
English	4 hourly sessions per week	240 minutes per week
Mathematics	4	240
Humanities	2	120
Science	2	120
PE	2	120
Sport	1	60
Ad Health	2	120
LOTE	1	60
Design and Technology	3	180
Food Studies SEM2 only	2	120
Visual Arts	2	120
Commerce: \$ and Sense Program	1	60
Learning 4 Life: RRRR and SWPBs	1	60
	25 sessions per week	1500 minutes per week

<b>Years 9-10</b>		
English	4 hourly sessions per week	240 minutes per week
Mathematics	4	240
Humanities	3	180
Science	3	180
PE	2	120
Ad Health	1	60
Elective Block A	2	120
Elective Block B	3	180
Elective Block C	2	120
Learning 4 Life: RRRR and SWPBs	1	60
	25 sessions per week	1500 minutes per week

<b>Year 11 traditional VCE</b>		
English	4 hourly sessions per week	240 minutes per week
Gen Maths	4	240
3 <sup>rd</sup> subject	4	240
4 <sup>th</sup> subject	4	240
5 <sup>th</sup> subject	4	240
6 <sup>th</sup> subject	4	240
Study Session	1	60
	25 sessions per week	1500 minutes per week

<b>Year 12 traditional VCE</b>		
English	4 hourly sessions per week	240 minutes per week
Gen Maths	4	240
3 <sup>rd</sup> subject	4	240
4 <sup>th</sup> subject	4	240
5 <sup>th</sup> subject	4	240
Study periods	4	240
Study Session	1	60
	25 sessions per week	1500 minutes per week

<b>Year 11 and 12 VM/VPC</b>		
Literacy	4 hourly sessions per week	240 minutes per week
Numeracy	4	240
WRS	4	240
PDS RRRR and SWPBs	3	180
	15 sessions per week	900 minutes per week

Further information on how our school implements the curriculum is provided in our whole school, curriculum area, and year level scope and sequence curriculum plans.

### **Language provision**

Hawkesdale P12 College delivers Chinese Mandarin as a Language for students in Years F-10. VCE students also have the opportunity to study Chinese Mandarin with the Victorian School of Languages. Our school has taught Chinese Mandarin as our selected language for many decades, and has a sister school relationship with Number 27 Middle School in Beijing.

## Pedagogy

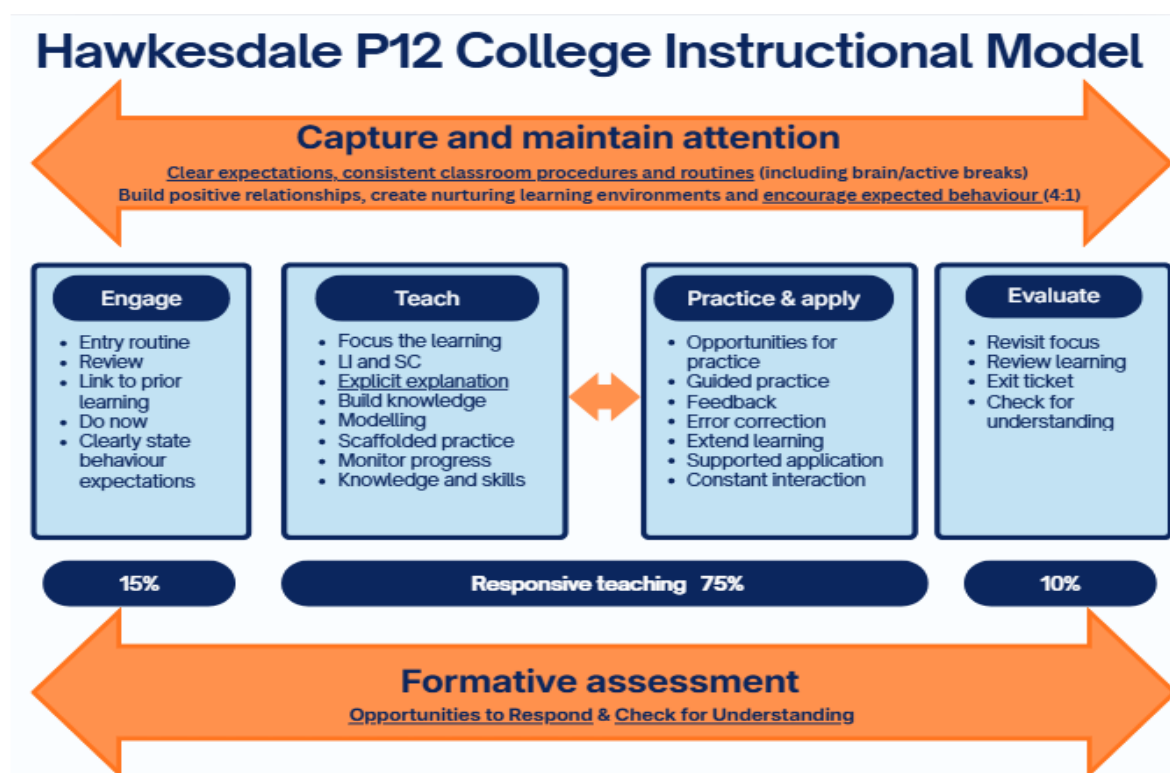
The pedagogical approach at our school is one of explicit and responsive instruction following the Hawkesdale P12 College instructional model; the teaching, check and reteach nature of the model ensures that the cognitive load of students is supported as they learn and apply new knowledge, and receive feedback.

Our instructional model directly aligns with the VTLM 2.0, and consists of:

- establishing learning intentions and success criteria for lessons so that learning objectives are clear across all classes
- accessing prior student learning to check for background knowledge and to make links between new learning and long-term memory
- teaching new knowledge in small pieces whilst checking for understanding and scaffolding where necessary
- using a responsive gradual release approach through modelling as students apply their knowledge and are provided with feedback and the opportunity to review knowledge learnt
- an ongoing focus around ensuring that positive classroom management strategies are integral to every lesson in every class every day
- ensuring that students have multiple opportunities to respond in every lesson in every class every day.

Our lessons are developed with understanding of current cognitive load theory, giving students scaffolded learning opportunities with time to practice and reflect on their learning (I Do, We do, You do) in order to build their schema and organise their knowledge and skills for future recall.

The Hawkesdale P12 College Instructional Model is built around responsive teaching and is outlined below. A lesson planning sequence that follows the school model and provides planning for student learning adjustments and ES classroom support follows.



## Hawkesdale P12 College Lesson planning template



<b>Class / Year level:</b>		
<b>Topic:</b>		
<b>Date/ Period:</b>		
<b>ENGAGE</b> <ul style="list-style-type: none"> <li>• Entry routine</li> <li>• Review</li> <li>• Link to prior learning</li> <li>• Do now</li> <li>• Clearly state behaviour expectations</li> </ul>		Capture and maintain attention- Clear expectations, consistent routines and procedures. Build positive relationships Formative assessment- Opportunities to respond & check for understanding
<b>TEACH</b> <ul style="list-style-type: none"> <li>• Focus the learning</li> <li>• LI and SC</li> <li>• <a href="#">Explicit explanation</a></li> <li>• Build knowledge</li> <li>• Modelling</li> <li>• Scaffolded practice</li> <li>• Monitor progress</li> <li>• Knowledge and skills</li> </ul>		
<b>PRACTICE &amp; APPLY</b> <ul style="list-style-type: none"> <li>• Opportunities for practice</li> <li>• Guided practice</li> <li>• Feedback</li> <li>• Error correction</li> <li>• Extend learning</li> <li>• Supported <a href="#">application</a></li> <li>• Constant interaction</li> </ul>		
<b>EVALUATE</b> <ul style="list-style-type: none"> <li>• Revisit focus</li> <li>• Review learning</li> <li>• Exit ticket</li> <li>• Check for understanding</li> </ul>		
How will ES staff support student learning?  Student adjustments		

## Assessment

Hawkesdale P12 College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Hawkesdale P12 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.

At Hawkesdale P12 College:

- Teachers 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, while assessment processes and tasks are recorded in Subject Scope and Sequence documentation. Assessments may include tests and assignments, projects, portfolios, performances, discussions, observations and/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 make modifications to the task to cater for students with additional learning needs.
- We develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), included in Disability Inclusion, Koorie students and students in Out of Home care in consultation with students and 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.
- Staff participate, where possible, 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

Hawkesdale P12 College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, our school ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the year, including through twice-annual formal written Accelerus reports and face to face parent-teacher-student interviews. Semester written reports are supported by regular interim reports which report on work habits and learning progress.

Accelerus reports will be in a written format that is easy for parents/carers to understand, and will be accessible in digital form with the option to translate text from English to another language so that the diverse language needs of our local school community are catered for.

- Our school reports directly against the Victorian [Curriculum F-10 achievement standards](#) or when 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 written reports
- 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).
- Our school will use report on student study dispositions and learning behaviours
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher-student interviews are conducted twice-yearly, and enable the opportunity to discuss the student learning progress with families and carers, and the ways in which student learning improvement can 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

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO 2.0 and the FISO 2.0 improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. The table below outlines how and when the school reviews its curriculum plans at whole school, curriculum area, year level and unit/lesson levels, and who conducts the review.

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	Whole school curriculum and curriculum throughlines.	PLC leaders Leadership team	Yearly
<b>Curriculum Areas</b>	Subject and year level scope and sequence documents - updated on landing page  After school meeting time/PLC time allocated within meeting sequence	All teaching staff SIT	Yearly/ Semester
<b>Year levels</b>	Yearly/term overviews  After school meeting time/PLC time allocated within meeting sequence  Individual planning time	All teaching staff	Termly  Weekly
<b>Units and lessons</b>	Weekly lesson plans and slides, including content from Victorian lesson plans  Individual planning time	All teaching staff	Weekly

## Review of teaching practice

Hawkesdale P12 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
- Peer observation and following instructional feedback
- Learning data walks and instructional feedback to teaching staff
- Collaborative expertise in learning teams and reflective practice
- PIVOT teaching and learning surveys, data gathering and reflection
- 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:
  - The Hawkesdale P12 College whole school curriculum plan
  - Teaching and learning scope and sequence documentation for each learning area, incorporating Victorian Curriculum 2.0 outcomes and Capabilities
  - Teaching and learning program plans for each year level
  - Unit plans/sequence of lessons, and the Victorian Lesson Plans.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	<b>Term Two 2026</b>
Approved by	<b>John Ralph (Principal)</b>
Next scheduled review date	<b>Term Two 2028</b>

