	Curriculum, Assessment and Reporting Policy Foundation – Year 9 Truganina College

This policy reflects the DET *School Policy Advisory Guide* including College community consultation.

PURPOSE

The purpose of this policy is to ensure that Truganina College provides a curriculum, assessment and reporting environment that encourages students to strive for excellence in all of their learning endeavours. Truganina College will develop and communicate the College's sequential teaching and learning curriculum driven by strong assessment and reporting practices to ensure it delivers a comprehensive, global and culturally inclusive curricula.

SCOPE

This policy applies to all teaching and learning curriculum and environments at the College including:

- Classroom instruction.
- Assessment and reporting.
- Camps, incursions and excursions.

Teaching staff at Truganina College will ensure that the curriculum meets the minimum standards with:

- A time allocation per each of the learning areas as defined by the Victorian Curriculum.
- An explanation of how curriculum and teaching practice will be reviewed by the School Improvement Team.
- An outline of how the College will deliver its curriculum as demonstrated in the Truganina College Curriculum Overviews.
- A documented strategy to improve student learning outcomes as explained within the Annual Implementation Plan.

OBJECTIVE

Curriculum covers all the arrangements the College makes for students' development and learning. It includes the course content, student learning experiences, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Truganina College is committed to seeing our children strive for excellence in all of their endeavours. The College community is one with high expectations. The College is collaborative and inclusive of all. A 21st century guaranteed, and viable curriculum, based on the Victorian Curriculum is delivered, resulting in outstanding student achievement.

The College will map out its curriculum offerings annually, in the form of a Curriculum Plan **(see Appendix A)**. The curriculum is delivered through an instructional framework embedding elements of the Victorian Teaching and Learning model **(see Appendix B).**

POLICY

Truganina College will recognise and respond to diverse student needs when developing and implementing its curriculum.

Truganina College will comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, from Foundation through to Year 9. The curriculum is designed to enhance effective learning for 21st century learners with a strong focus on literacy and numeracy. School Council has endorsed the teaching of Spanish as per DET guidelines.

Truganina College ensures that it prepares students for all transitions including; from early childhood centres to Foundation, from Year Six to Year Seven, from Year Nine into senior secondary education as well as the transition between year levels.

Truganina College teaching and learning curriculums will be resourced through Program Budgets.

Curriculum Development

At Truganina College, building excellence and equity means that all students will have access to the same quality education, regardless of their background and circumstance. The College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The College will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the College will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation – Year 9 in accordance with DET policies and the Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The College will provide at least 25 hours student instruction per week as per the Curriculum Plan as outlined by the VCAA.

Curriculum Implementation

The School Improvement Team will determine the Curriculum Overview for the following year, based on student demands and needs to maintain balance, differentiation and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum areas when determining the curriculum for the following school year.

The College will regularly audit the curriculum plan. This will enable professional learning teams to audit the curriculum of a particular program to ensure the necessary learning areas, capabilities, dimensions, standards and assessment of the Victorian Curriculum are being addressed. This audit will inform future curriculum planning.

To facilitate this implementation, curriculum planning documents, expected Visibles, a comprehensive termly assessment schedule and assessment tasks will be produced that reflect the Victorian Curriculum.

The DET requirements related to the teaching of Physical and Sports Education and Languages will continue to be implemented.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and will adhere to DET's Policy & Advisory Library 'Using Digital Technologies to Support Learning and Teaching' and the College's own School Council endorsed Acceptable Use Agreement for Internet and Digital Learning.

Curriculum leaders will be required to prepare a comprehensive annual program budget and submit to the Business Manager, with completed cash budget approved by School Council.

Student Wellbeing and Learning

Truganina College will embed student wellbeing in all learning experiences by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students.

The curriculum will:
- Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- Provide a flexible, relevant, inclusive curriculum.
- Accommodate student developmental needs within the Victorian Curriculum stages of schooling and reflect the Victorian Capabilities.

Students with Disabilities

The Department of Education and Training (DET) and Truganina College is committed to delivering an inclusive education that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Truganina College will liaise with DET to provide a suitable adjusted curriculum and resources to support the delivery of high-quality schooling for students with disabilities. This includes the use of Abilities Based Learning and Education Support (ABLES) to support the curriculum, assessment and reporting for students with disabilities.

Koorie Education

Truganina College is committed to providing culturally appropriate and inclusive programs to Koorie students though:
- Working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community via the DET Koorie Engagement Support Officer.
- Implementing the DET's Marrung Strategy. Dedicated Marrung champions are on staff as part of the Lead Engagement and Wellbeing team.
- Supporting the development of high expectations and individualised learning for Koorie students and ensuring they have a termly documented Student Support Group.
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.
- Implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Curriculum and Assessment Evaluation & Review

The School Improvement Team will meet with lead teams regularly (at least twice per term) to review curriculum, track whole school data and identify potential curriculum areas that require focus through the moderation of work samples, anecdotal notes and feedback. Data analysed will include, but is not limited to, NAPLAN, school-based assessment and teacher judgments based on learning outcomes in the Victorian Curriculum.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, on the College website and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Assessment and Reporting

Truganina College undertakes a range of student assessment and reporting practices to inform and support student learning. Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and

achievement to improve learning. Truganina College has a comprehensive assessment schedule and teachers will use the college's termly assessment schedules to track data using the cohort data spreadsheet. Whole school data will be tracked to identify potential curriculum areas that require focus by the School Improvement Team, for annual and strategic planning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- **Student reporting**: Truganina College reports to families using student reports, to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.
- **School reporting**: Truganina College reports to the local community via their annual report, providing a concise summary of the College's achievements and progress. This is available on the College's website.
- **System reporting**: The Department reports Truganina College's systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student reports for families are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- Report student progress and achievement in Years Foundation to Nine.
- Provide families with clear, individualised information about progress against the Victorian Curriculum achievement standards.
- Identify the student's areas of strength and areas for improvement.

Note: There may be specific instances where student reporting is differentiated. For example, when a student has enrolled less than a month prior to the reporting timeline. This student's report may look different.

In addition to producing student reports, the College will offer a parent-teacher conference to discuss the student's progress. Truganina College will assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed and delivered.

State and National Assessments

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, 5, 7 and 9 each year using common tests in Reading, Writing and Language Conventions and Numeracy. These test results are used by:

- Students and families to discuss achievements and progress with teachers.
- Teachers to identify students who require greater challenges or additional support.
- Teachers use Response to Intervention (RTI) to support students' learning needs.

- Schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy.
- School systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide families and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- An overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake).
- Student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured.
- School comparison data to other schools, which identifies whether a school is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

The Statement of Purpose from the DET's Annual Report informs families and the wider community of the College's successes, activities and achievements throughout the year.

The Department provides each school with other confidential reports that summarise student outcomes in that school. An example of these reports is the School Level Supplementary Reports and the School Performance Reports. National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system. Truganina College uses these reports to inform the processes of school strategic planning and review.

FURTHER INFORMATION AND RESOURCES

Related links to DET Policy & Advisory Library:
- Curriculum Programs Foundation to 10
- Cybersafety and Responsible Use of Digital Technologies
- Digital Learning in Schools
- Student Engagement
- Koorie Education
- Students with Disabilities

Appendices which are connected with this policy are:
- Appendix A: F-9 Curriculum Plan – including time allocations.
- Appendix B: Truganina College Instructional Framework
- Appendix C: Truganina College Annual Assessment Schedule
- Appendix D: Truganina College F-9 Curriculum Overviews

Other College documents:

- Truganina College Coaching Framework
- Truganina College Planning Template
- Truganina College Reading Model
- Truganina College Maths Lesson Structure
- Truganina College Reading and Maths Mantra

REVIEW CYCLE AND EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Appendix A

F -9 Curriculum Plan – including time allocations

The curriculum is based on the Victorian Curriculum standards. The timetable is structured around 25 teaching hours per week. Each period is 60 minutes. An integrated studies approach is used to link across learning areas and capabilities to provide learning flexibility for every student. These Curriculum areas include the Victorian Curriculum Capabilities – Critical and Creative Thinking, Ethical, Intercultural, Personal and Social domains.

The breakdown of the weekly cycle is as follows:

Foundation Learning Areas		
Learning Areas	Capabilities	Hours per Week
English (Reading, Writing, Speaking and Listening, Little Learners Love Literacy & Handwriting)	● Critical & Creative Thinking ● Ethical ● Intercultural ● Personal & Social	12
Maths		5
Science & Technology - Stepping Stones		1
The Arts - Visual Art		1
Health & Physical Education - including Sport		2
The Humanities		2
SWPBS & Respectful Relationships		1
Languages - Spanish		1
Total		25

Years 1 - 3 Learning Areas		
Learning Areas	**Capabilities**	**Hours per Week**
English (Reading, Writing, Speaking and Listening, Handwriting & Vocabulary)	• Critical & Creative Thinking • Ethical • Intercultural • Personal & Social	12
Maths		5
Languages - Spanish		1
Science & Technology - STEM		1
The Arts - Visual Art		1
Health & Physical Education - including Sport		2
The Humanities		2
SWPBS & Respectful Relationships		1
Total		**25**

Years 4 - 6 Learning Areas		
Learning Areas	**Capabilities**	**Hours per Week**
English (Reading, Writing, Speaking and Listening, Handwriting & Vocabulary)	• Critical & Creative Thinking • Ethical • Intercultural • Personal & Social	12
Maths		5
Languages - Spanish		1
Science & Technology - STEM		1
The Arts - Visual Art		1
Health & Physical Education - including Sport, SWPBS & Respectful Relationships		3
The Humanities		2
Total		**25**

Year 7 Learning Areas		
Learning Areas	**Capabilities**	**Hours per Week**
English & The Humanities	• Critical & Creative Thinking • Ethical • Intercultural • Personal & Social	6
Technical Literacy		3
Maths		5
Languages - Spanish		1
Science & Technology - Science		3
The Arts - Visual Art		2
The Arts - Music		1
Health & Physical Education - including Sport, SWPBS & Respectful Relationships		4
Total		**25**

Year 8 - 9 Learning Areas		
Learning Areas	**Capabilities**	**Hours per Week**
English & The Humanities	• Critical & Creative Thinking • Ethical • Intercultural • Personal & Social	6
Technical Literacy		3
Maths		5
Science & Technology - Science		3
Health & Physical Education - including Sport, SWPBS & Respectful Relationships		4
Electives (2 subjects per semester) Spanish, Food Technology, STEM, Visual & Communication Design, Visual Art, Music		Elective 1 - 2hrs Elective 2 - 2hrs
Total		**25**