UPPER YARRA
SECONDARY COLLEGE
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Curriculum Framework Policy

Purpose

The purpose of this framework is to outline Upper Yarra 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 area, year level and unit / lesson curriculum plans.

Overview

Upper Yarra 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.

Upper Yarra Secondary College is committed to offering a comprehensive curriculum based on the VTLM-2.0. 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 except for English and Mathematics.
- 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

The vision of Upper Yarra Secondary College is to provide high quality education to students of the Yarra Valley. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students so as they can reach their full potential that is inclusive for all students, staff and members of our community.

Our innovative curriculum and culture of excellence create a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. It is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

Upper Yarra Secondary College recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. Upper Yarra Secondary College's mission is to ensure school staff and parents are strongly motivated to do their best for every child. Our objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Upper Yarra Secondary College's values are **RESPECT:** We take care of the feelings and property of others, have a high regard for ourselves and take pride in the school uniform and environment. **RESPONSIBILITY:** We make positive choices and come to school ready and willing to learn. We own our mistakes and learn all we can every day. **EXCELLENCE:** We are encouraged to step outside our comfort zone and to bring our personal best in all that we do. We are not afraid to be great and take pride in our achievements and the achievements of others. **RESILIENCE:** We accept that we have both strengths and weaknesses. We can set goals for ourselves and never give up achieving these goals.

Implementation

At Upper Yarra Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60-minute sessions.

Upper Yarra Secondary College adopts a Support Group structure to provide students with opportunities for increased connectedness to their teachers and peers. Support group classes are held for 25 minutes per week.

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 plan.

Language provision

Upper Yarra Secondary College will deliver Japanese as a Language, based on continuation of learning from feeder primary schools.

Pedagogy

The pedagogical approach at Upper Yarra Secondary College is aligned with the VTLM 2.0 and based upon the Gradual Release of Responsibility instructional model. Learning Intentions and Success Criteria are embedded into curriculum documentation and delivered in every class, every day. The model supports systematically shifting the cognitive load from teacher modelling to student independence through "I do, we do, you do", concepts supported by focused instruction, guided collaboration, and independent practice to build student expertise.

Assessment

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

Students at Upper Yarra 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.

The school implements a whole-school, evidence-informed approach to assessing student learning across Foundation to Year 10, aligned to the Victorian Curriculum and embedded within the Victorian Teaching and

Learning Model (VTLM). Assessment practices are designed to improve student engagement, challenge and growth by informing teaching, supporting feedback, and promoting student agency.

Formative assessment is embedded within daily teaching practice and aligned to the VTLM elements of Explicit Teaching and Assessment as Learning. Teachers clearly articulate learning intentions and success criteria, use purposeful questioning and checks for understanding, and provide timely, actionable feedback to identify student misconceptions and next learning steps. Students are supported to monitor their own learning through reflection, self-assessment and peer feedback, building metacognitive skills and self-regulation.

Summative assessment is used at defined points in learning sequences to evaluate student achievement against curriculum standards. Teachers use common assessment tasks, tests, performances and projects to make consistent judgements of student learning over time. Summative assessment evidence informs reporting and contributes to whole-school and domain-level analysis of student progress.

Assessment practices are explicitly aligned to the **High Impact Teaching Strategies**, particularly:

- **Setting Goals**
- **Explicit Teaching**
- **Feedback**
- **Metacognitive Strategies**
- **Differentiated Teaching**

Teachers collaboratively analyse assessment data to evaluate the impact of teaching strategies, adjust instruction, and plan targeted interventions and extensions. Assessment processes are inclusive and equitable, providing all students with opportunities to demonstrate learning and progress. Through consistent assessment practices, students develop clarity about expectations, confidence in their learning, and increasing independence as learners.

Teachers collaboratively analyse assessment data through PLCs, Domain meetings and learning-focused discussions to evaluate the effectiveness of teaching strategies, identify trends, and plan targeted support and extension.

Assessment practices increasingly support student agency, with students developing greater understanding of success criteria, feedback, and next learning steps. We 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. 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

At Upper Yarra Secondary College, reporting of student achievement and progress across Foundation to Year 10 is implemented in accordance with the *Reporting Student Achievement and Progress Foundation to 10* policy and is aligned to the Victorian Curriculum. Student learning is reported through formal written reports that provide clear information on achievement, progress over time, and learning behaviours.

Parents/carers and students are supported to engage with reporting through scheduled parent–teacher–student conferences and ongoing communication via Compass, which provides access to reports, learning feedback, attendance information and direct communication with teachers and year level leaders.

Families may request additional meetings to discuss student progress, and students are actively involved in reflecting on feedback, understanding next learning steps and setting goals. Reporting processes support consistent teacher judgement, transparency of expectations and shared responsibility for student learning and improvement. In addition, Upper Yarra Secondary 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.

Curriculum and Teaching Practice Review

School curriculum and teaching practice is reviewed annually 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 review and planning is guided by the Annual Implementation Plan (AIP), PRSE processes and FISO 2.0 continua. Multiple data sources are triangulated, including NAPLAN, VCE and senior pathway data, Attitudes to School Survey, Staff Opinion Survey, Parent Opinion Survey, attendance and wellbeing data, and Learning Walk evidence. School-wide trends are reviewed to evaluate impact and inform strategic priorities. Compass is used to support access to achievement, attendance and engagement data.	Principal, Assistant Principals, School Improvement Team, Wellbeing and Learning Leaders	Annual review through PRSE and AIP cycle, with progress monitoring each term
Curriculum areas	Curriculum Areas review student achievement and progress using common assessment tasks, summative and formative assessment data, VCE item analysis, moderation processes, and Learning Walk feedback. Data is analysed collaboratively to evaluate curriculum alignment, consistency of judgement and teaching impact. Shared documentation support consistency and monitoring over time.	Domain Leaders, Curriculum Leaders, teaching teams	Termly review cycles, with major curriculum review annually
Year levels	Year Level Teams monitor student progress, engagement and wellbeing using attendance data, behaviour records, learning task completion, and teacher observations. Student progress is discussed in team meetings to identify students requiring additional support or extension. Compass dashboards and reports are used to track patterns and communicate actions.	Year Level Leaders, Wellbeing Leaders, Year Level Teams	Fortnightly or termly meetings, with ongoing monitoring
Units and lessons	Teachers plan and review units and lessons using formative assessment, checks for understanding, student feedback, and summative assessment evidence. Learning intentions, success criteria and feedback are used to evaluate lesson effectiveness and adjust instruction.	Classroom teachers, supported by Domain leaders	Ongoing and embedded within daily teaching practice

Review of Teaching Practice

Upper Yarra Secondary College reviews teaching practice through a structured, whole-school approach aligned to the Victorian Teaching and Learning Model and the school's Annual Implementation Plan.

Teaching practice is reviewed using multiple sources of evidence, including Learning Walks, formative and summative assessment data, student learning outcomes, and feedback from students and staff.

Review processes are embedded within Domain meetings and collaboration and planning time, where teachers analyse evidence of impact, moderate student work and refine instructional practice.

School leaders and middle leaders use these review processes to monitor consistency, identify strengths and areas for development, and support ongoing professional learning, ensuring teaching practice is continuously improved to maximise student engagement, challenge and growth

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 plan
- 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	February 2026
Approved by	Scott Tully
Next scheduled review date	February 2030