

CURRICULUM FRAMEWORK POLICY

POLICY REVIEW AND APPROVAL

Policy last reviewed	19 th May 2026
Approved by	Principal Lyn Coulter
Consultation	Consultation ongoing-whole school community available via school website and school council.
Next scheduled review date	May 2029 (recommended review cycle is 3-4 years)



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Administration Office.

PURPOSE

The purpose of this framework is to outline Robinvale 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 Robinvale College's whole school curriculum plan, curriculum area plans, year level plans, unit plans, lesson sequences, assessment schedules and relevant teaching and learning documentation.

OVERVIEW

Robinvale 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.

Robinvale College is committed to offering a comprehensive curriculum based on the Victorian Curriculum F to 10 Version 2.0 for Foundation to Year 10, and on Victorian Curriculum and Assessment Authority requirements for senior secondary programs. 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](#)

Robinvale College aims to be the school of choice for our community by providing a safe, equitable, inclusive and supportive learning environment that fosters mutual respect, cooperation, high expectations and a love of learning.

Our school values Respectful, Responsible, Resilient Learners guide our decision making and shape the way staff, students, families and the wider community work together. These values support students to show tolerance and appreciation of themselves, others and the environment, take pride in their school and community, take ownership of their behaviour, overcome challenges, and become curious and enthusiastic learners.

Robinvale College is committed to providing a broad, sequential and inclusive curriculum that responds to the diverse needs, strengths and backgrounds of our students. Our school community includes students from a wide range of cultural and language backgrounds, including Aboriginal and Torres Strait Islander students, students of Polynesian descent, students from refugee and migrant backgrounds, students with English as an additional language, and students with disability and additional learning needs.

In collaboration with families and community partnerships, Robinvale College supports students to develop the skills, knowledge, confidence and social and emotional capabilities needed to achieve personal success, contribute positively to society and pursue their pathways of choice. Our curriculum is designed to build strong foundations in literacy and numeracy, support student engagement, develop critical and creative thinking, and provide clear pathways from Foundation through to senior secondary schooling, further education, training and employment.

To support the delivery of the curriculum, Robinvale College accesses and selects a range of suitable educational resources, uses digital technologies to enhance learning, provides homework where appropriate, and undertakes regular assessment, moderation and reporting practices to monitor student progress and inform future teaching.

IMPLEMENTATION

Robinvale College implements its curriculum through a planned and structured teaching and learning program from Foundation to Year 12. The curriculum is designed to provide students with access to all required learning areas, while also responding to the needs, strengths, interests and pathways of students across the school.

In Foundation to Year 6, students engage in a broad curriculum delivered through classroom teaching and specialist programs. Core learning areas include English, Mathematics, Humanities, Science, Health and Physical Education, The Arts, Technologies, Languages and the Capabilities. Specialist programs are provided across areas such as Physical Education, The Arts, Health and Languages.

In Years 7 to 10, students engage in a curriculum that includes core learning areas and a range of breadth and elective subjects. Year 7 and 8 students participate in breadth subjects that provide learning experiences across the curriculum, while Year 9 and 10 students have access to elective subjects that support engagement, student interest and preparation for senior secondary pathways.

In Years 11 and 12, Robinvale College provides senior secondary pathways aligned with Victorian Curriculum and Assessment Authority requirements, including the Victorian Certificate of Education, the Victorian Certificate of Education Vocational Major, the Victorian Pathways Certificate and access to Vocational Education and Training where available.

Robinvale College also provides additional learning support and targeted programs to respond to student need, including English as an Additional Language support, literacy and numeracy intervention, tutoring, individual education planning and adjustments for students with disability and additional learning needs.

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

Robinvale College adopts a Home Group structure in the secondary school to provide students with opportunities for increased connectedness to their teachers and peers. Home Group classes are held for 5 minutes each morning.

Further information on how Robinvale College implements the curriculum, including the learning areas provided at each year level or band of schooling, the capabilities developed by students across these learning areas, and the approximate time allocations for each learning area, is provided in the school's whole school curriculum plan, curriculum area plans, year level plans, unit plans and lesson sequences.

Language provision

Robinvale College is currently reviewing its languages provision to ensure that future delivery is meaningful, sustainable and responsive to the needs of the school community.

At present, Robinvale College does not offer a formal Languages program. The school is exploring the introduction of Auslan as a Language, with consideration being given to staffing, resourcing, curriculum planning, student need and community relevance.

Robinvale College has developed a languages action plan to support future implementation. This plan outlines the rationale for language selection, implementation timelines, curriculum planning requirements, staffing considerations, professional learning needs and processes for monitoring and reviewing the program.

Pedagogy

The pedagogical approach at Robinvale College is informed by the Victorian Teaching and Learning Model 2.0 and contemporary evidence about how students learn. Robinvale College is committed to implementing evidence-based teaching practices that support strong learning growth, engagement and achievement for all students.

Teaching and learning programs are designed using the Victorian Curriculum F to 10 Version 2.0 and are supported by consistent instructional practices across the school. Robinvale College recognises the importance of explicit teaching in supporting student learning and uses evidence-based approaches that assist students to develop knowledge, skills and understanding through carefully planned and sequenced instruction.

Teachers use a range of teaching practices aligned with the Victorian Teaching and Learning Model 2.0, including:

- planning for learning based on curriculum, assessment and student need
- establishing safe, orderly and supportive learning environments

- explicit teaching and modelling
- scaffolded learning and supported application
- checking for understanding and monitoring student progress
- responsive teaching based on formative assessment and data
- differentiated teaching and targeted intervention
- opportunities for practice, feedback, retrieval and application of learning

Robinvale College is progressively embedding the Victorian Teaching and Learning Model 2.0 and utilising Victorian Lesson Plans and associated departmental resources to support curriculum planning, consistency of instruction and evidence-based teaching practices across the school.

Teaching staff work collaboratively through curriculum teams and Professional Learning Communities to plan curriculum, analyse student learning data, moderate assessment practices and refine teaching approaches to improve student outcomes.

Robinvale College recognises the importance of positive relationships, high expectations and inclusive classroom environments in supporting student engagement, wellbeing and achievement.

Assessment

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

Students at Robinvale 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.

Robinvale College uses assessment practices that are aligned with the Victorian Curriculum F to 10 Version 2.0 and support improved student learning outcomes. Assessment is embedded within teaching and learning programs and is used to monitor student progress, inform teaching practice, identify student learning needs and provide meaningful feedback to students and families. Teachers use a balance of formative and summative assessment practices to gather evidence of student learning and achievement over time. Assessment data is analysed collaboratively to support consistent teacher judgement, targeted intervention and continuous improvement in teaching and learning programs.

- Teachers at Robinvale College use a combination of formative assessment for learning and summative assessment of learning to monitor student progress, inform teaching and determine student achievement against the Victorian Curriculum achievement standards. Opportunities for student self-assessment, reflection and goal setting are also embedded within teaching and learning programs.
- Assessment is used in an ongoing way to guide future teaching and learning, identify student need, provide feedback and keep students and parents informed of student progress and achievement.
- Teachers use a variety of assessment strategies to gather evidence of student learning and growth. Assessment processes and tasks are documented through curriculum planning documentation, unit plans and learning sequences. Assessment strategies may include, but are not limited to, observations, conferences, projects, portfolios, performances, presentations, tests, assignments and work samples.
- Assessment tasks are designed to support students to demonstrate their knowledge, skills and understanding and include clear instructions, appropriate scaffolds and sufficient time for

completion. Teachers make reasonable adjustments and modifications where required to support students with disability and additional learning needs.

- Robinvale College develops Individual Education Plans (IEPs) for students supported through Disability Inclusion, students in Out of Home Care and Koorie students, in consultation with students, parents and carers, and where appropriate, external agencies and support services.
- Teachers assess the achievement of students with disability and additional learning needs in relation to the Victorian Curriculum F to 10 Version 2.0 and the Towards Foundation Level Victorian Curriculum where applicable.
- The English language proficiency of students learning English as an Additional Language (EAL) is assessed using the Victorian Curriculum F to 10 EAL pathways.
- Staff participate in moderation processes, including collaborative planning, cross-marking and analysis of work samples, to support consistent and accurate teacher judgement against the Victorian Curriculum achievement standards across the school.

Reporting

Robinvale College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Robinvale 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 Robinvale College, student achievement and progress are reported against the Victorian Curriculum F to 10 Version 2.0 achievement standards, or the Victorian Curriculum F to 10 EAL pathways where appropriate. Student reports are provided twice yearly and include information about student achievement, progress, effort and learning behaviours.

Robinvale College uses a combination of formal and informal communication processes to keep parents and carers informed of student learning throughout the year. These may include parent teacher interviews, student support group meetings, phone calls, emails, learning updates, Individual Education Plan meetings and ongoing communication between home and school.

Parents/carers and students are provided with opportunities to discuss student progress and school reports with teachers and/or school leaders through scheduled parent teacher interviews and additional meetings where required. Interpreting services are made available where appropriate to support effective communication with families.

The report 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 into another language to support the needs of our school community.

- Robinvale College reports directly against the Victorian Curriculum F to 10 Version 2.0 achievement standards or, where appropriate, the Victorian Curriculum F to 10 EAL achievement standards.
- Both student achievement and student progress are included in the report.
- An age-related five-point scale is used when reporting student achievement against the achievement standards in English, Mathematics and Science, where applicable.
- Opportunities are provided for parents/carers and students to discuss school reports with teachers and/or school leaders.

Parent teacher interviews are conducted twice yearly and provide opportunities for parents/carers, students and teachers to discuss student progress, achievement and future learning goals. Additional meetings may also be arranged where required. Interpreting services are made available where appropriate to support effective communication with families.

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 and review is informed by student learning data, school improvement priorities, FISO 2.0, Annual Implementation Plan goals, staff feedback and Department priorities. Data may include NAPLAN, PAT, Essential Assessment, attendance, student wellbeing data, Victorian Curriculum teacher judgements and senior secondary outcomes.	Principal Team, School Improvement Team (SIT), Leading Teachers and Curriculum Leaders	Reviewed annually and monitored throughout the year
Curriculum Areas	Curriculum areas review teaching and learning programs, assessment practices, moderation processes, curriculum coverage and student achievement data to ensure alignment with the Victorian Curriculum F to 10 Version 2.0 and school priorities.	Curriculum Leaders, Learning Specialists, Leading Teachers and Teaching Staff	Reviewed throughout each semester and during collaborative planning cycles
Year levels	Year level teams collaboratively plan curriculum, analyse student data, review student learning growth and identify adjustments and interventions to support student learning needs.	Year Level Teams, Classroom Teachers, Leading Teachers and Assistant Principals	Ongoing throughout each term
Units and lessons	Teachers review unit plans, lesson sequences, assessment tasks and student work samples to evaluate the effectiveness of teaching and learning programs and inform future planning and differentiation.	Classroom Teachers and Curriculum Teams	Ongoing as part of planning and teaching cycles

Review of teaching practice

Robinvale College reviews teaching practice through collaborative planning processes, learning walks, curriculum planning reviews and the Performance and Development cycle.

Professional Learning Communities support staff to collaboratively analyse student learning data, evaluate teaching practices, plan targeted instruction and monitor the impact of evidence-based teaching strategies on student learning outcomes.

Professional development provides opportunities for reflection, feedback, goal setting and professional growth, with a focus on improving teaching practice, instructional consistency and student learning outcomes across the school.

Teaching practice review is informed by the Victorian Teaching and Learning Model 2.0, school priorities, student learning data and evidence-based approaches to teaching and learning.

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 \(including variation to hours\)](#)
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- This policy should be read alongside:
 - Robinvale College Whole School Curriculum Plan
 - Robinvale College year level curriculum plans
 - Robinvale College unit plans and lesson sequences
 - Robinvale College assessment schedules
 - Robinvale College reporting guidelines
 - Robinvale College Annual Implementation Plan
 - Robinvale College Strategic Plan