



Curriculum Framework Policy

Rationale

To provide a clear, consistent framework to ensure high-quality, equitable, and compliant curriculum delivery across the College.

Purpose

The purpose of this framework is to outline Whittlesea Secondary College's organisation, implementation, and review of curriculum and teaching practices, ensuring full delivery of all learning areas under the Victorian Curriculum 2.0 and alignment with Department of Education requirements.

Whittlesea Secondary College provides a rigorous, inclusive, and future-focused learning program designed to prepare students for further education, work, and active citizenship. Our curriculum is structured around [Victorian Curriculum 2.0](#) content, learning progressions, embedded digital literacy, flexible pathways, and evidence-based practice.

The framework sets out how curriculum is delivered, how teaching and learning practices are reviewed, and how student learning is assessed, monitored, and reported to parents.

This curriculum framework should be read alongside our whole-school and Domain Area curriculum plans. All school-based curriculum programs are aligned with [Victorian Curriculum and Assessment Authority \(VCAA\)](#) guidance and the [Framework for Improving Student Outcomes 2.0 \(FISO 2.0\)](#).

Overview

Whittlesea 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.

Whittlesea Secondary College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum 2.0](#). The key points in this framework, and in line with the [VC 2.0 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- Defined curriculum content that forms 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 policies](#).



- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)
 - [Languages Education](#)

Implementation

Whittlesea Secondary College implements its curriculum through a vertical Years 8–10 structure that enables students to design a personalised learning pathway informed by their interests, strengths, and post-secondary aspirations. The vertical model ensures that all students engage with the full breadth of learning areas required under the Victorian Curriculum 2.0, with Domain Areas mapping units directly to VC 2.0 content descriptors and learning progressions to guarantee continuity and curriculum coverage.

The College timetable is organised to support deep learning and consistent routines, with 300 minutes of instruction each day, comprising 4 × 70-minute learning sessions and a 20-minute Morning Check-In. Morning Check-In provides daily opportunities for attendance monitoring, wellbeing support, goal-setting, and increased connectedness between students, teachers, and peers.

Further detail regarding curriculum delivery, including learning areas at each year level, capabilities developed across the curriculum, and time allocations, is outlined in the College's whole-school curriculum plan, Domain Area curriculum planners, and associated scope and sequence documents.

Language Provision

Whittlesea Secondary College delivers **Italian** as its core language, consistent with student interest, staffing capacity, and the requirements of the Victorian Curriculum 2.0 Languages domain.

Pedagogy

Teaching practice at Whittlesea Secondary College is guided by a consistent, evidence-based Instructional Model that supports predictable, structured, and engaging learning experiences across all Domain Areas.

Our practice is further guided by the [Victorian Teaching and Learning Model 2.0 \(VTLM 2.0\)](#), which provides evidence-based advice and strategies that strengthen instructional consistency, learning design, and student engagement across the College.

Our pedagogy draws on:

- [High Impact Teaching Strategies \(HITS\)](#)
- [Positive Classroom Management Strategies](#)
- Trauma-informed approaches including the [Berry Street Model](#)
- Explicit instruction informed by VC 2.0 learning progressions



- Differentiation strategies using diagnostic, formative, and summative assessment data
- Embedding digital literacy and the safe, ethical use of technology and AI across the curriculum

This shared approach enhances student engagement, clarity, and behaviour, while supporting teachers to meet the diverse learning needs of all students.

Assessment and Reporting

Whittlesea Secondary College assesses student learning in accordance with the Department of Education's [Assessment of Student Achievement and Progress Foundation to 10 Policy](#) and the requirements of the Victorian Curriculum 2.0. Assessment practices are designed to provide teachers with clear, reliable evidence of student progress against the VC 2.0 achievement standards and learning progressions.

Students have multiple and varied opportunities to demonstrate their learning, including formative, summative, performance-based, digital, and applied tasks. Teachers draw on a range of assessment tools and tasks that span multiple curriculum levels to accurately capture growth for every student. Moderation processes, aligned to VC 2.0 standards, support consistent judgements across the College.

Whittlesea Secondary College uses a combination of diagnostic assessments—such as NAPLAN, PAT, pre/post unit assessments, and school-based tools to inform planning, differentiation, and targeted intervention. Digital portfolios and ongoing class-based feedback help students understand their progress and next steps.

The College provides:

- Twice-yearly formal written reports using VC 2.0 achievement standards
- Ongoing feedback through Compass, including task results and learning behaviours
- Parent–teacher interviews in Terms 1 and 3
- Interpreter support as required to ensure equitable communication
- Whittlesea Secondary College's Assessment and Reporting Policy is available on the [College website](#) and outlines assessment expectations in greater detail.

Curriculum and Teaching Practice Review

Whittlesea Secondary College reviews curriculum design, delivery, and teaching practice in alignment with the Framework for Improving Student Outcomes 2.0 (FISO 2.0) and the FISO Improvement Cycle. These processes support the identification of improvement priorities, the evaluation of instructional impact, and the continued strengthening of teaching, learning, and curriculum alignment to the Victorian Curriculum 2.0.

Review processes also draw on evidence-based guidance from the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) to support consistent, high-quality instructional practice across the College.



Review of School Curriculum:

Layer of review/planning:	Process and data used:	Responsibility:	Timeframe:
Whole school	The School Review and annual strategic planning processes analyse data including NAPLAN, VCE and VM outcomes, Attitudes to School Survey, Staff and Parent Opinion surveys, Compass analytics, attendance data, and VC 2.0 progression trends to evaluate the effectiveness of the College's teaching and learning program.	Assistant Principal – Teaching and Learning Leading Teacher – Curriculum and Pedagogy Teaching and learning Team	Every 4 years (School Review cycle) and annually through AIP processes
Domain Areas	Domain teams review curriculum offerings, VC 2.0 alignment, student engagement data, teacher judgements, VCE/VET/VM outcomes, student pathway demand, and learning growth data. Adjustments to units, sequencing, and subject viability are made accordingly.	Domain Leaders Leading Teacher – Curriculum and Pedagogy	Annually
Units and Lessons	Units and lessons are reviewed using student achievement data, VC 2.0 learning progressions, cohort profiles, NAPLAN and PAT results, pre/post assessments, student voice data, and classroom evidence. Review cycles align with PLC inquiry cycles and inform adjustments to learning intentions, assessment design, and differentiation	Domain Leaders Leading Teacher – Curriculum and Pedagogy Teaching Staff	5-10 Week Cycles

Review of Teaching Practice:

Whittlesea Secondary College reviews teaching practice using evidence-informed processes that strengthen instructional quality, consistency, and alignment with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), the College Instructional Model, and FISO 2.0 improvement priorities.

Teaching practice is reviewed through:

- **Professional Learning Communities (PLCs)**, which link the learning needs of students with the professional learning and practice of teachers. PLCs use data-driven inquiry to collaboratively evaluate the impact of high-impact teaching strategies, VC 2.0 learning progressions, and adjustments to instruction.



- **The Performance and Development Cycle**, which includes classroom observation, evidence-based feedback, coaching, and goal setting aligned with VTLM 2.0 and school improvement priorities. This process strengthens teacher capacity and focuses on how improved teaching practice leads to improved student learning outcomes.
- **Moderation processes**, supporting consistent and accurate teacher judgements against VC 2.0 achievement standards.
- **Instructional observations and learning walks**, used to evaluate the implementation of the Instructional Model, explicit teaching, differentiation, classroom climate, and student engagement.

These processes ensure that teaching practice remains reflective, consistent, and responsive to the needs of all learners, supporting a culture of continuous improvement across the College.

Further Information and Resources

Policy and Advisory Library (PAL):

- [Victorian Curriculum 2.0](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Victorian Teaching and Learning Model 2.0 \(VTLM 2.0\)](#)
 - [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 Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
- WSC unit plans and Curriculum Documentation
 - The WSC Instructional Model
 - The WSC Assessment and Reporting Policy



Compliance Statement

This policy aligns with all relevant Department of Education policies and is reviewed regularly to ensure continued alignment with Victorian Curriculum 2.0 updates, assessment and reporting requirements, and FISO 2.0 improvement processes.

Evaluation Period

Policy last reviewed	December 2025
Approved by	Principal
Next scheduled review date	December 2029