



# FRAMEWORK

# Curriculum and Learning

March 2021



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## 1. Vision

The vision for Catholic Education Sandhurst Limited (CES Ltd) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

## 2. Introduction

In Victoria, school education is compulsory for children and young people aged between 6 and 17 years. All schools in Australia receiving Commonwealth funding are required to deliver the Australian Curriculum, or an Australian Curriculum and Reporting Authority (ACARA) approved curriculum. The Victorian Curriculum and Assessment Authority (VCAA) defines the school curriculum as the statement of purpose of schooling in Victorian schools. In Victoria, the approved curricula includes:

- the Victorian Curriculum F–10
- the Victorian Certificate of Education (VCE)
- the Victorian Certificate of Applied Learning (VCAL)
- the International Baccalaureate (IB).

Curriculum in Sandhurst Catholic schools is illuminated by the Catholic faith with the formation of, and reverence for, the learner at its centre. Learning experiences are designed to help learners to develop their knowledge, skills and understandings in all learning areas. It is within this context that all learners are entitled to access a quality curriculum in schools where they have a sense of connectedness and belonging, and they are known and valued.

### 3. Definitions

<b>ACARA</b>	Australian Curriculum and Reporting Authority.
<b>Assessment</b>	Is the means by which evidence of student learning progress and achievement is gathered.
<b>CES Ltd</b>	Catholic Education Sandhurst Limited, the owner and operator of Sandhurst Catholic schools.
<b>CES Ltd Board</b>	The Board of Catholic Education Sandhurst Limited (CES Ltd)
<b>CES Office</b>	Catholic Education Sandhurst Office (CES Office) is the leadership and management arm of CES Ltd.
<b>CECV</b>	Catholic Education Commission of Victoria.
<b>Child</b>	A person who is under the age of 18 years.
<b>Curriculum</b>	<p>The curriculum is the common set of knowledge and skills that is required by all students for lifelong learning, social development, and active and informed citizenship. Curriculum encompasses intended, enacted, experienced, assessed and achieved elements. Each of these elements is responsive to the others, providing students with multiple opportunities for enriched and diverse learning pathways.</p> <p>An alternative curriculum framework is any recognised alternative curriculum framework, such as the International Baccalaureate programs or highly individualised learner-needs-specific programs, available to Sandhurst Catholic schools if approval is granted and authorisation gained to deliver the program.</p>
<b>DET</b>	Department of Education and Training (Victoria).
<b>Diocese of Sandhurst</b>	Diocese of Sandhurst is situated in central and north-eastern Victoria and provides Catholic education to students in a range of school environments including primary, secondary, foundation to Year 12 and specialist settings and includes schools owned and governed by CES Ltd and those owned and governed by Public Juridic Person (PJP) or Religious Institutes.
<b>DHHS</b>	Department of Health and Human Services.
<b>Employee</b>	<p>A person of or over the age of 18 years who is:</p> <ul style="list-style-type: none"><li>• an employee of the CES Ltd, whether or not the person is employed in connection with any work or activities of the CES Ltd that relate to children</li></ul>

	<ul style="list-style-type: none"> <li>engaged by the CES Ltd to provide services, including as a volunteer, contractor, office-holder or officer, whether or not the person provides services to children.</li> </ul>
<b>ETR Act</b>	<i>Education and Training Reform Act 2007 (Vic).</i>
<b>ETR Regulations</b>	<i>Education and Training Reform Regulations 2017 (Vic).</i>
<b>Executive Director</b>	The person holding the position of Executive Director of Catholic Education in CES Ltd.
<b>Guidelines</b>	Recommendations and guidance to support the implementation of this Board-approved framework and related policies, which may be developed and approved by the Principal of a Sandhurst Catholic school for operation in a particular school in accordance with this framework.
<b>Policy</b>	A high-level principles-based directive from the Board that must be complied with by each Sandhurst Catholic school as detailed in this Framework.
<b>Privacy Act</b>	<i>Privacy Act 1988 (Cth).</i>
<b>Procedure</b>	A step-by-step instruction for the implementation of a CES Ltd framework and related policies, developed and approved by the Principal of a Sandhurst Catholic school to fulfil the policy requirements in a particular School in accordance with this framework.
<b>Reporting</b>	Provision of evidence and feedback about student learning progress and achievement to parents, guardians, carers and students that can be used to inform future learning and teaching.
<b>Sandhurst Catholic School</b>	A school which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by CES Ltd, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.
<b>SEEL Framework</b>	Sandhurst Essential Elements of Learning Framework (SEEL).
<b>School Community</b>	Existing and prospective Sandhurst Catholic school staff, parents, guardians, carers, students and other stakeholders.
<b>School Environment</b>	Any physical or virtual place made available or authorised by the CES Ltd for the school for use by a child during or outside the school hours, including: <ul style="list-style-type: none"> <li>school campuses</li> <li>online school environments, including email and intranet systems</li> </ul>

- other locations provided by the school for a child’s use, including, locations used for camps, sporting events, excursions, competitions, and other events.

<b>School Staff</b>	An individual working in a school environment who is: <ul style="list-style-type: none"> <li>• directly engaged or employed by the CES Ltd</li> <li>• a volunteer</li> <li>• a contracted service provider and the employees</li> <li>• a minister of religion.</li> </ul>
<b>The Guidelines</b>	Guidelines to the Minimum Standards and Requirements for School Registration published by the VRQA.
<b>VCAA</b>	Victorian Curriculum and Assessment Authority.
<b>VCAL</b>	Victorian Certificate of Applied Learning comprises four curriculum areas: Literacy and Numeracy skills, Industry-specific skills, Work-related skills and Personal Development skills. Each VCAL unit is a nominal 100 hours in duration. The satisfactory completion of each unit contributes towards the awarding of VCAL at Foundation, Intermediate or Senior level.
<b>VCE</b>	The Victorian Certificate of Education is a prescribed senior secondary curriculum for Victorian schools. It consists of approved Study designs which mandate the course content and assessment structures in the collections of units within the study design. Some units must be studied in sequence. A minimum of 16 units is required to satisfactorily complete the VCE.
<b>VET</b>	Vocation Education and Training gives qualifications approved by the VCAA that lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE or VCAL. VET is compulsory within VCAL. Some VET programs offer scored assessment and most provide structured workplace learning.
<b>Victorian Early Years Learning and Development Framework</b>	The Victorian Early Years Learning and Development Framework (VEYLDF) supports all professionals who work with children aged from birth to eight years. It includes a range of discipline-specific guidelines and practice resources.
<b>VIT</b>	Victorian Institute of Teaching.
<b>VRQA</b>	Victorian Registration and Qualifications Authority.

## 4. Purpose

CES Ltd as the proprietor of Sandhurst Catholic schools must ensure that each Sandhurst Catholic school has a curriculum framework in place in accordance with Schedule 4, clause 6 of the ETR Regulations:

- a) for the organisation and implementation of the school's curriculum and teaching practices;
- b) to ensure that, taken as a whole, the learning areas set out in Schedule 1 to the Act are substantially addressed; and
- c) to provide for the review of the curriculum and teaching practices.

Sandhurst Catholic schools are required to deliver the Victorian Curriculum F-10 from Foundation to Year 10 which incorporates the Australian Curriculum and reflects Victorian priorities and standards. Our registered senior secondary schools and colleges are authorised to deliver one or more of the accredited Senior Secondary qualifications in Victoria. At present, these qualifications are:

- VCE
- VCAL
- International Baccalaureate (IB) Diploma Programme.

The purpose of this document is to outline the CES Ltd Board-approved Curriculum and Learning Framework for Sandhurst Catholic schools to ensure that each school operates in compliance with the ETR Regulations and Commonwealth Government student reporting and funding requirements.

## 5. Scope

This Curriculum and Learning Framework and incorporated policies and documents apply to all Sandhurst Catholic schools, and are applicable to:

- Principals
- teachers
- students
- parents, guardians and carers.

## 6. Policy

Curriculum in Sandhurst Catholic schools is illuminated by the Catholic faith with the formation of, and reverence for, the learner at its centre. Learning experiences are designed to help learners develop their knowledge, skills and understandings in all learning areas. It is

within this context that all learners are entitled to access a quality curriculum in schools where they have a sense of connectedness and belonging, and they are known and valued.

## Curriculum F-10

All Sandhurst Catholic schools registered to enrol students from Foundation to Year 10 must use the **Victorian Curriculum F-10**. The Victorian Curriculum F-10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. The Victorian Curriculum F-10 incorporates and reflects much of the Australian Curriculum F-10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

Sandhurst Catholic schools (F-10) are required to develop and implement a curriculum plan detailing how Religious Education and the eight learning areas of the Victorian Curriculum F-10 will be substantially addressed and how the curriculum will be organised and implemented. This includes a plan of the time allocations for each of the learning areas, by year level.

With the exception of our specialist schools/flexible learning centres, each of our schools registered to educate students in levels F-10 will be required to substantially address the following learning areas:

- English
- Mathematics
- Science
- Humanities (Civics and Citizenship, Economics and Business, Geography, History)
- The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Vision Communication Design)
- Languages
- Health and Physical Education
- Technologies (Design and Technology, Digital Technology).

Teachers are required to plan and develop curriculum; to design classroom tasks and activities that enable them to monitor and assess student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program of their school.

Schools are required to outline and explain how and when curriculum and teaching practice is reviewed across the school at whole school, year, and class levels.

## Exemptions

In accordance with regulation 61 of the ETR Regulations, schools that are not able to deliver one or more of the key learning areas may seek an exemption from VRQA. Schools seeking an exemption must notify the CES Office in writing in the year prior to that for which the

exemption is sought. Notifications of Sandhurst Catholic schools seeking exemptions will be submitted to CECV by the date prescribed by CECV. In accordance with the Memorandum of Understanding between CECV and VRQA, CECV will notify VRQA of the schools seeking exemptions by **30 April each year**.

## Senior Secondary

Sandhurst Catholic schools registered as a Senior Secondary Provider offering a senior secondary qualification must meet the requirements of the relevant awarding bodies. Two senior secondary qualifications are offered across Sandhurst Catholic schools at present.

Sandhurst Catholic schools delivering VCE and/or VCAL senior secondary qualifications are required to meet the requirements of the senior secondary qualification awarding body, VCAA. [The VCE and VCAL Administrative Handbook](#) published by VCAA is a comprehensive guide for principals, teachers and administrators, outlining the rules, regulations and policies governing the delivery of VCE and VCAL.

### **Victorian Certificate of Education (VCE)**

The Victorian Certificate of Education (VCE) curriculum is a prescribed senior secondary curriculum for Victorian schools. Each VCE Course of Study has an approved study design which describes the mandated course content and associated assessment structures. A minimum of 16 units is required to satisfactorily complete VCE.

### **Victorian Certificate of Applied Learning (VCAL)**

The VCAL has four curriculum areas, called strands. These strands are:

- literacy and numeracy skills
- industry-specific skills
- work-related skills
- personal development skills.

VCAL units are designed to meet the purpose of the strand to which they contribute credit. Each VCAL unit contains accredited Learning Outcomes that must be satisfactorily completed in order to meet the requirements of that unit. Each VCAL unit is 100 nominal hours in length. The satisfactory completion of each unit contributes one credit towards VCAL at the appropriate award level.

### **Vocational Education and Training (VET)**

In addition, there are 30 VCE VET programmes that are VET qualifications approved by VCAA following consultation with schools, industry and training providers. The VCE VET programmes lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE or VCAL. VET is a compulsory component of an Intermediate or Senior level VCAL program.



Schools must have policies and procedures in place to:

- maintain accurate student records
- ensure the integrity of student assessments
- monitor student participation, completion rates and student outcomes.

The policies and procedures must cover the analysis of results and student participation in accordance with the requirements of the awarding body.

## Religious Education

Religious Education is promoted as a specific learning area with its own integrity. It is also acknowledged as a cross-curricular dimension of learning where aspects of a Catholic worldview are most relevant to education. Religious education, in its fullest sense, belongs not only to the catechetical or religious education program but it encompasses everything in the curriculum. It is about human flourishing in a deeply Christian understanding – whatever makes a student more wise, more loving, more fully human is making the student reflect more fully the image of God. The *Source of Life* Religious Education curriculum flows from the conviction that our history is filled with God’s presence and redemptive promise.

Schools are mandated to teach the Religious Education Curriculum as described in the **CES Ltd Policy – Religious Education** and the associated **Revised *Source of Life* Curriculum (2020)**.

## Student Learning Outcomes

The CES Ltd Strategic Plan 2021–2023 specifies the strategic priority of improved learning outcomes. *“Every child/student engaged in developing and achieving their aspirational learning goals scaffolded by effective teaching and unified high expectations.”*

Sandhurst Catholic schools will employ whole school approaches to differentiation, so that all students are supported at their point of need and their learning is appropriately scaffolded to maximise their success.

Schools are required to have processes in place to support all students to progress towards and achieve the appropriate learning outcomes.

Schools must demonstrate planning for improved student learning outcomes, including documentation on:

- evidence of assessment schedules for all students
- evidence of using and reporting on National Assessment Program Literacy and Numeracy (NAPLAN) data, VCE/VCAL data, and student destination data. This may include a data collection schedule and an explanation of how the data is analysed
- evidence of using student outcomes data to inform goal setting against the Victorian Curriculum and to design improvement strategies

- teacher professional learning that is informed by an analysis of student performance data. For example, a plan to improve student learning outcomes that uses student data, peer observation and use of learning walks to understand classroom practice.
- how the school analyses and uses data to set goals and targets for outcomes and to design improvement strategies, including students with specific additional needs.
- the development of personal learning plans, to detail learning needs and associated adjustments.

## Assessment and Reporting

Assessment and reporting practices play important roles in the development of the learning culture within Sandhurst Catholic schools. Assessment is a means for leaders, teachers and students to learn alongside one another, in affirming progress, meeting regulatory responsibilities and identifying student learning progress including opportunities for further growth and development.

Reporting provides feedback to students and families about the student's learning progress and is integral to assisting students to develop the skills to be reflective and independent learners.

Each Sandhurst Catholic school must:

- undertake assessment, monitoring and recording of all students' performance and to report on progress and achievement, in writing, to parents and guardians **at least twice a year**;
- document the processes they use to review practices for assessment and reporting, including statements about how it meets Commonwealth Government student reporting requirements. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth, learning progress and to guide learning and teaching programs;
- offer parents and guardians opportunities to discuss the student's learning goals, progress and achievement;
- monitor and report to the school community on its performance at least once per year. The information must include:
  - a description and analysis of student learning outcomes achieved by the students of the school in state-wide tests and examinations in which the school participates for the current year and if, the school has been established for more than two years, the previous two years; and
  - a description and analysis of rates of student attendance for the year.

The reporting to parents and guardians will include reporting on student achievement against the relevant standards as outlined in the Victorian Curriculum and/or other curriculum frameworks.

## Strategies to Monitor and Report on Student Progress

Collection, analysis, reporting and responding to evidence of student progress is a collective responsibility of staff in Sandhurst Catholic schools. There are several avenues by which evidence of student progress is gathered, analysed and reported through assessment instruments, forums and publications overseen by state and Commonwealth governments, regulatory authorities, education sectors and systems and in local school-based processes.

Sandhurst Catholic schools must comply with the Minimum Standards and Requirements for School Registration with respect to curriculum, assessment and reporting of student progress.

A standard set of learning achievement data and evidence for every Victorian school is published annually via the [ACARA MySchool](#) website and the Annual Report to the School Community. In addition, there is public reporting by the VCAA with respect to senior secondary learning outcomes of students in every school.

### ACARA MySchool Site

The ACARA publicly publishes aggregate student achievement data for each Australian school on the MySchool website on an annual basis. This data includes NAPLAN literacy and numeracy results including:

**Student Results:** NAPLAN results over time that are benchmarked against the average NAPLAN score of all students with a similar background across the country.

**Student Progress:** the change in the school average score over two years compared to the change in the average score of all students across Australia, who have the same starting score and similar socio-educational background and against the achievement of all Australian students. A time-series chart for student progress achieved by successive cohorts over the previous six years and the percentage of students at the school achieving above average progress are also published on the site.

### Annual Report to the School Community

Each year Sandhurst Catholic schools are required to provide an Annual Report to the School Community. This Report includes various aspects of school performance. A template prepared by Catholic Education Commission of Victoria (CECV) for the Annual Report to the School Community is to be used in all Sandhurst Catholic schools. The student learning achievement requirements in that report include but are not limited to:

- a description and analysis of student learning outcomes by the school's students in state-wide tests for the current year
- a description and analysis of rates of student attendance for the year
- copies of any other reports the school is required to prepare for the school community under any funding agreement with the State or Commonwealth. This includes information required under Regulation 60 of the Australian Education Regulations 2013.

Schools offering senior secondary pathways are also required to include in the report details of senior secondary student outcomes including but not limited to:

- VCE median score
- VCE and VCAL completion rate.

### **VCAA Senior Secondary Completion and Achievement Information**

The **Senior Secondary Completion and Achievement Information** provides data on school programs and student outcomes for all schools delivering VCE. Data includes but is not limited to VCE completion rates, median study scores, percentages of study scores over 40, VCAL enrolment figures and tertiary application rates.

## **6. Framework**

### **Legislative requirements**

This framework and incorporated appendices reflect the mandatory requirements imposed on Sandhurst Catholic schools under the ETR Regulations and the [Guidelines to the Minimum Standards and Requirements for School Registration](#) and the Commonwealth requirements for reporting student learning progress.

### **School Specific Procedures and Guidelines**

Any procedure or guideline approved by the Principal of a Sandhurst Catholic school in accordance with this framework must be consistent with this framework. Any procedure or guideline developed under this framework must be intended to support the application of this framework and related policies in a particular Sandhurst Catholic school.

### **Application of Framework**

All Principals of Sandhurst Catholic schools are to ensure application of this framework and related policies, procedures and guidelines, in compliance with, and within the parameters of, this framework.

### **Roles, Delegations and Authorities**

The Executive Director delegates all curriculum and learning legislative requirements to the CES Ltd Deputy Director: Learning and Teaching, and CES Ltd Deputy Director: Catholic Mission and Identity, as outlined in the CES Ltd Policy and Procedures Framework. The CES Ltd Board will be kept informed of compliance and quality assurance in these areas via the CES Ltd Learning and Teaching Committee, as outlined in the CES Ltd Delegations Framework.

### **Role of the School Principal**

- Develop, implement and review the school's curriculum and learning plan.
- Document a whole school plan to support student learning, which includes teaching strategies that support high-quality learning outcomes for students.
- Ensure staff have a professional learning plan and appropriate professional learning opportunities to ensure the building of teacher capacity and knowledge.
- Provide reports and information on school performance as per legislative requirements to parents, guardians, carers and the school community.

### **Role of the Executive Director**

- Ensure that the CES Ltd Curriculum and Learning Framework is enacted across all schools.
- Provide resources to schools to support review, development, and implementation of high-quality learning opportunities for students.
- Ensure clear expectations and training are provided to Principals in compliance with this framework.
- Provide a regular report to CES Ltd Board as required.

### **Role of the CES Ltd Board**

- Approve the CES Ltd Curriculum and Learning Framework for implementation in Sandhurst Catholic schools.
- Review this Framework every three years or more frequently if required.
- Communicate any changes made to this Framework to the Principals of Sandhurst Catholic schools as soon as possible.
- Receive reports from the Executive Director on implementation of the framework across all schools.
- Review and assess reports from the Executive Director.

### **Transparency and Fairness**

Principals of Sandhurst Catholic schools must ensure transparent, fair and supportive processes in compliance with this Framework.

Principals of Sandhurst Catholic schools are responsible for ensuring full and accurate reporting and obtaining required approvals in accordance with the requirements under this Framework.

## Record Keeping

Principals of Sandhurst Catholic schools:

- Must ensure that their school complies with this framework and associated documents
- this includes customising any policies and procedures forming part of this framework in the manner prescribed herein.

Records of all reporting and approvals made and obtained under this framework are to be kept in a secure manner for a period of 10 years.

## 7. Review

The CES Ltd Board will review this framework on an annual basis. The Board must communicate any changes made to this framework to the Principals of Sandhurst Catholic schools as soon as possible.

Description of Revision(s)	
<b>Responsibility:</b>	The Executive Director of CES Ltd Sandhurst Catholic School Principals
<b>Approval Authority:</b>	CES Ltd Board
<b>Approval date:</b>	October 2020
<b>Date of Next Review:</b>	October 2021

## 8. Related documents and resources

- Appendix 1: School Level Curriculum & Learning Plan
- [Victorian Curriculum F-10](#)
- CES Ltd POLICY - Religious Education
- Revised *Source of Life* Curriculum (2020)

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School  
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# Appendix 1

## SCHOOL LEVEL Curriculum & Learning Plan

*This plan has been approved by the CES Ltd Board for application in each Sandhurst Catholic school and must be customised for use in each particular school in accordance with the instructions outlined in this framework. Sandhurst Catholic schools must use this document to develop school-based curriculum, assessment and reporting policies and procedures. Schools must also document the ways in which the review of curriculum and teaching practice occurs, and strategies developed and employed in the school for improving student learning outcomes.*

*[School name]* operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Ltd). This curriculum plan is informed by the CES Ltd Curriculum and Learning Framework which is available at *[insert school website link]*.

This curriculum plan for this school outlines how the curriculum is organised and delivered at the school. It also outlines how curriculum and teaching practices are reviewed across the school.

The following are the source documents for the development of curriculum, assessment and reporting within *[School name]*: *[select those appropriate for your school]*

Victorian Curriculum and Assessment Authority (VCAA):

- Victorian Curriculum F–10
- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocation Educational and Training (VET)
- Revised *Source of Life – Religious Education* Curriculum.

Our curriculum plan explains how the eight learning areas of the Victorian Curriculum F–10, or approved alternative curriculum framework are substantially addressed and how the curriculum will be organised and implemented. *[For senior secondary curriculum the VCE, VCAL and VET curriculum frameworks are used to organise and implement courses in the school]*

## 1. Learning Areas

The eight key learning areas and four capabilities of the Victorian Curriculum F-10 are substantially addressed in the school's curriculum:

Key Learning Areas	Capabilities
English	Critical and creative thinking
Mathematics	Ethical
Science	Intercultural
Humanities (Civics and Citizenship, Economics and Business, Geography, History)	Personal and Social
The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design)	
Languages	
Health and Physical Education	
Technologies (Design and Technology, Digital Technology)	

In addition, Religious Education will be taught across all year levels at *[School name]* using the approved CES Ltd Religious Education curriculum – *Source of Life 2020* and associated resources or, at senior secondary, the relevant VCAA study designs.

### Overview of the curriculum at the school

*[Schools are required to detail how the key learning areas will be substantially addressed at each year level]*

- Time allocation for explicit teaching for learning areas at different year levels
- Integrated learning programs

*Schools are to provide a map showing how the curriculum is delivered across a week, term, or semester.*

*Sample for 10-week term (250 hours of explicit teaching)*

Year Level	Learning Area	Time Allocation/Delivery
<b>Foundation</b>	Religious Education	Insert hours
	English	Insert hours
	Mathematics	Insert hours



	Health & Physical Education	Insert hours
	Humanities	Insert hours
	Languages	Insert hours
	The Arts	Insert hours
	Science	Insert hours
	Technologies	Insert hours
<b>Levels 1 and 2</b>	Religious Education	Insert hours
	English	Insert hours
	Mathematics	Insert hours
	Health & Physical Education	Insert hours
	Humanities	Insert hours
	Languages	Insert hours
	The Arts	Insert hours
	Science	Insert hours
	Technologies	Insert hours
<b>Levels 3 and 4</b>	Religious Education	Insert hours
	English	Insert hours
	Mathematics	Insert hours
	Health & Physical Education	Insert hours
	Humanities	Insert hours
	Languages	Insert hours
	The Arts	Insert hours
	Science	Insert hours
	Technologies	Insert hours
<b>Levels 5 and 6</b>	Religious Education	Insert hours
	English	Insert hours
	Mathematics	Insert hours
	Health & Physical Education	Insert hours
	Humanities	Insert hours
	Languages	Insert hours
	The Arts	Insert hours

	Science	Insert hours
	Technologies	Insert hours
<b>Levels 7 to 10</b>	Religious Education	Insert hours
	English	Insert hours
	Mathematics	Insert hours
	Health & Physical Education	Insert hours
	Humanities	Insert hours
	Languages	Insert hours
	The Arts	Insert hours
	Science	Insert hours
	Technologies	Insert hours
<b>Years 11 and 12</b>	Religious Education	Insert hours
Other areas as recommended by VCAA for VCE, VET and VCAL units		

## 2. Pedagogical Approaches

Schools are to outline the following within their school:

- Pedagogical approaches
- Strategies for differentiation
- Review of teaching practice and strategies.

## 3. Curriculum Planning and Review

Schools are to include the following details:

- Whole-school, subject, year or class level curriculum planning procedures
- How the School Improvement and Annual Action Plans will be used in the school to identify and set targets for areas of improvement
- Provisions for students with learning needs
- Processes for curriculum development, review, and evaluation.

## 4. Improving Student Learning Outcomes

Schools are required to provide information that explains how they will collect data and evidence regarding student learning and how this will be used to improve student learning outcomes.

This should include details such as:

- *methods used to assess and monitor student learning progress and achievement*
- *processes for developing assessment tasks*
- *cycle of review of assessment practices and processes (collection, analysis, interpretation and response)*
- *strategies to improve student learning outcomes.*

## 5. Assessment and Reporting

Schools must outline the assessment and reporting policy and procedures used within the school. These policies and procedures must be consistent with the Sandhurst Curriculum and Learning Framework and comply with the Minimum Standards and Requirements for School Registration.

## 6. Related Documents and Resources

[VCAA Revised F-10 Curriculum Planning and Reporting Guidelines](#)

[VCAA Curriculum Planning Resource](#)

[VCAA 2020 Administrative Handbook](#)

[VRQA Guidelines to the Minimum Standards and Requirements for School Registration](#)

	Description of Revision(s)
<b>Responsibility for Curriculum &amp; Learning Plan</b>	Sandhurst Catholic school Principals
<b>Approval Authority</b>	CES Ltd Board
<b>Approval Date</b>	October 2020
<b>Date of Next Review</b>	October 2021