

Policy Title	Curriculum Framework Policy		
Date approved	10/12/2024	Review Date:	10/12/2026
Revision No:		Revision Date:	

PURPOSE

The purpose of this framework is to outline Reservoir High School'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 Lesson Sequence curriculum plans.

OVERVIEW

Reservoir High School 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.

Reservoir High School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). 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](#)

Reservoir High School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Our school encourages students to strive for excellence in all their endeavours. At Reservoir High School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum 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.

IMPLEMENTATION

Reservoir High School implements its curriculum using the Victorian Curriculum as its framework for Years 7-10 offering a broad range of programs to meet the demands of students. This includes a SEAL (Select Entry Accelerated Learning) Program as well as a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, and students from language backgrounds other than English. Reservoir High School places a high priority on the teaching of all learning areas and is inclusive of DET priorities such as STEM and Languages. All students have access to the Victorian Certificate of Education (VCE), including the VCE Vocational Major, and Vocational Education and Training (VET) programs. Preparing young people for the transition from school into further education and careers is a critical element of the senior secondary program.

At Reservoir High School, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into 60-minute sessions.

Reservoir High School adopts a pastoral care program known as the IMPACT program that provides students with opportunities for increased connectedness to their teachers and peers.

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, Lesson sequence curriculum plans.

Language provision

Reservoir High School will deliver Chinese and Italian as Languages, based on a review involving parents, students, teachers and the wider school community. For many years Reservoir High School only offered Italian to our students, however, based on this review and partnership with our sister school in China, a decision was made to offer Mandarin.

Pedagogy

The pedagogical approach at Reservoir High School is the Learning by Design framework which is based on Understanding by Design, a curriculum based pedagogy by Jay McTighe and Grant Wiggins. Our curriculum is designed to take a differentiated tiered approach to enable all students the best chance of success with different entry and exit points for Common Assessment Tasks. A focus on literacy and numeracy in conjunction with a stimulating learning approach further enhances student engagement within the classroom. The Reservoir High School Lesson Model incorporates the High Impact Teaching Strategies (HITS) and the High Impact Wellbeing Strategies (HIWS) with an emphasis on explicit teaching within the classroom.

Assessment

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

Students at Reservoir High School 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.

Teachers at Reservoir High School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.

Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with

additional learning needs. Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.

Staff 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

Reservoir High School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Reservoir High School 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 Reservoir High School a Continuous Reporting model is undertaken where Common Assessment Tasks are reported against each term providing regular feedback to both students and parents. This allows for regular communication amongst teachers, students, and parents to enable responsiveness to student individual needs sooner rather than later.

Progress and Semester reports are written in a format that is easy for parents/carers to understand and are accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Reservoir High School will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Reservoir High School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

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

The Learning Development Team will review and evaluate the year 7 to 10 curriculum to ensure a guaranteed and viable curriculum is developed that aligns with domains, dimensions and capabilities of the Victorian Curriculum. They will also review that Reservoir High School meets all VCE and VCE VM requirements as determined by the DET and the VCAA. This review will occur every two years and will also inform future curriculum planning.

Review of teaching practice

Reservoir High School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

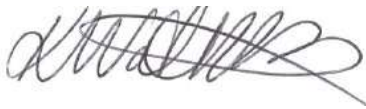
FURTHER INFORMATION AND RESOURCES

- 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:
 - Reservoir High School Curriculum Framework (Appendix 1)
 - Reservoir High School Assessment and Reporting Policy
 - Reservoir High School Lesson Model

POLICY REVIEW

To be reviewed every 2 years as part of the school's review process.

Principal Signature:



Date: 31st March 2025

APPENDIX 1: RESERVOIR HIGH SCHOOL CURRICULUM FRAMEWORK

Year 7

Subject	Periods per fortnight (60 mins/pd)
English/EAL	8
Humanities	6
Mathematics	8
Science	5
Health & Physical Education	6
Languages – Italian/Chinese	5 (1 semester per Language taster)
Arts/Design & Digital Technologies: • Digital Technology (ICT), • Performing Arts, • Music, • STEM	10 (5 periods of The Arts & 5 periods of The Technologies per semester)
IMPACT	2

Year 8

Subject	Periods per fortnight (60 mins/pd)
English/EAL	8
Humanities	6
Mathematics	8
Science	5
Health & Physical Education	6
Languages – Italian or Chinese	5
Arts/Design & Digital Technologies: • Food Technology • Art • Media • Product Design	10 (5 periods of The Arts & 5 periods of The Technologies per semester)
IMPACT	2

Year 9

Subject	Periods per fortnight (60 mins/pd)
Core Subjects	
English/EAL	8
Humanities	6
Mathematics	8
Science	6
Health & Physical Education	5
Language – Chinese or Italian	5
IMPACT	2
Electives*	
Elective	5
Elective	5
TOTAL	50

*Students must choose 2 electives per semester from the following subjects:

The Arts Block <i>Must select at least 1</i>	The Technologies Block <i>Must select at least 1</i>
Dance	Systems, Technology & Robotics
Drama	Digital Technologies (ICT)
Visual Communication & Design	Product Design & Technologies
Music	Food Technology
Art	STEM
Media	

Please note: Students may also choose to apply for the Advance Program which is a year long leadership program that includes the Duke of Edinburgh.

Year 10

Subject	Periods per fortnight (60 mins/pd)
Core Subjects*	
English/EAL	8
Mathematics	8
Humanities	8
Science	8
Health/PE	8
IMPACT	2
Electives**	
Elective	8
TOTAL	50

*The Core subjects are further broken down into:

CORE SUBJECTS	Semester 1	Semester 2
English	Core	Core
Mathematics	Core	General Maths Preparation Maths Methods Preparation <i>This will ultimately depend on your mid-year Exam result and will be in consultation with your teacher.</i>
Humanities	Core	Humanities elective
Science	Core	Science elective
Health & Physical Education	Core	Health & Physical Education elective

The Science, Humanities and Health & Physical Education semester 2 electives are as follows:

Humanities	Science	Health & Physical Education
History and Geography	Biology and Psychology	Health & Human Development
Legal Studies and Global Studies	Chemistry and Physics	Physical Education
Business Management and Accounting		

** The electives below are semester-based electives. Students **must** select **two** of these electives.

Elective Group
Visual Communication & Design
Art
Drama
Dance
Music
Digital Technologies
Systems Engineering
Food Technology
Product Design & Technologies
Chinese
Italian
Outdoor Education

Students may also select to undertake a unit 1 & 2 subject but entry into a VCE unit is not automatic.

VCE Subjects available to Year 10 students		
Accounting	Applied Computing	Outdoor & Environmental Studies
Art Creative Practice	Dance	Product Design & Technologies
Australian and Global Politics	Food Studies	Physical Education
Biology	Health & Human Development	Psychology
Business Management	History	VET Sport & Recreation Certificate II
VET Business Certificate II	Legal Studies	Systems Engineering
Chinese 1 st Language & 2 nd Language Advanced	Music Performance	Theatre Studies
		Visual Communication & Design

VCE

Subject	Periods per fortnight (60 mins/pd)
Year 11 VCE students study six subjects (inc. English/EAL)	6 x 8 periods each
IMPACT	2
Some Year 11 VCE students study five subjects plus a VET subject	5 x 8 periods each + 8 for VET
Year 12 VCE students study five subjects (inc. English/EAL)	5 x 8 periods each
Plus Study Hall	8
IMPACT	2
Some Year 12 VCE students study four subjects plus a VET subject	4 x 8 periods each + 8 for VET
VCE VM students study Literacy or English, Numeracy or General Mathematics, Personal Development, Work Related skills, a VET subject and 2 additional VCE subjects	50

Students may choose from:

English/ Humanities	Maths/Science	Health/PE	Arts/DDT	Languages	Vocational Pathway
English	General Mathematics	Health & Human Dev	Art Creative Practice	Chinese Language, Culture and Society	Personal Development
EAL	Mathematical Methods	Physical Education	Dance	Chinese Second Language	Work related Skills
Literature	Specialist Mathematics	Outdoor and Environmental Studies	Theatre Studies	Chinese First Language	
VM Literacy	Foundation Mathematics to be offered in 2026	VET Sport and Recreation	Music Performance		
History: Revolutions	VM Numeracy		Computing		
History: Modern	Chemistry		Data Analytics		
Global Politics	Biology		Food Studies		
Accounting	Physics		Visual Communication Design		
Business Management	Psychology		Product Design		
Legal Studies			Systems Engineering		
VCE/VET Certificate II Business			Software Development		

