

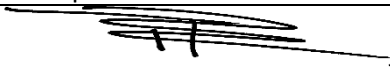


Broadford Secondary College

CURRICULUM FRAMEWORK

Policy and Procedures

Broadford Secondary College actively promotes the safety and wellbeing of all students. All staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including Child Safe Standards.

Date Implemented	April 2014
Author	Teaching and Learning Team
Approved By	Principal
Approval Authority (signature & date)	 18/03/2026
Date Reviewed	February 2026
Responsible for Review	AP: Teaching and Learning
Review Date	February 2030
References	The Department's Policy and Advisory Library



Help for non-English speakers

If you need help to understand the information in this policy, please contact the college on 03 5784 1200.

RATIONALE:

Broadford Secondary College aims to provide a dynamic learning culture which **INSPIRES** all to **STRIVE** and **ACHIEVE** for themselves and the College.

We aim for and value:

- **Excellence** and creativity in our achievements and ambitions
- **Respect** and **Responsibility** in our actions and relationships
- **Persistence** and **Organisation** in our curriculum, in each other, and in our community
- Strong and open communication between our school and our homes, and between our teachers, our students and our families
- A commitment to a “Child Safe” environment, social justice and persistence to protect and improve our environment and our community.

IMPLEMENTATION:

Broadford Secondary College is committed to offering a comprehensive curriculum based on the Victorian Curriculum.

Broadford Secondary College has some unique offerings including:

- Advocates for all students
- Consistently applied common teaching model which includes a Learning Intention, Success Criteria and Feedback in every lesson

- Career focus support through the use of MIPS and CAPS with individual students Pathways supported by electives at Year 9 & 10.
- Reading emphasis across the entire curriculum.

Broadford Secondary College has excellent curriculum based programs, which focus on the student as an individual learner.

- Inquiry based learning subjects at year 7 and 8 – Jigsaw.
- PE classes based on level of intensity

There is also a strong Language program with Japanese from Years 7 –10 and VCE. One sister school arrangement exists and overseas trips are organised every second year.

A guaranteed and viable curriculum is important to Broadford Secondary College and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

A comprehensive continual feedback of student achievement has been implemented in 2022.

A systematic curriculum planning process has been developed by the College which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on course design principles
- peer review occurs and feedback is provided on courses
- an internal assessment of courses ensuring consistency of design and approach
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans
- a guaranteed and viable curriculum based on the Victorian Curriculum F - 10.

Our intention is to ensure quality course development and design by having ‘quality criteria’. The criteria explicitly define a good course and provide direction to teachers. The criteria are also used as a basis to provide feedback to teachers.

OVERVIEW

Curriculum covers all the arrangements the school makes for students’ development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Broadford Secondary College encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Broadford Secondary College will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (Appendix 1)
- **A explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An outline of how the school will deliver its curriculum** is found in the Broadford Secondary College Scope and Sequence – Currently under review – Action Plan attached – BSC Scope and Sequence attached.
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan and actioned through successive AIP's).

CURRICULUM GUIDELINES

Broadford Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Broadford Secondary College will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There is a broad offering of programs to meet demand, commencing with Year 7, designed to enhance effective learning for the 21st century.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary programs.

Teaching and learning programs will be resourced through Program Budgets.

PROGRAM

Program Development

Broadford Secondary College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The **Victorian** Curriculum F-10 will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The [Victorian Certificate of Education](#) (VCE and VCE VM) and the [Victorina Pathways Certificate](#) (VPC) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.

Broadford Secondary College will ensure compliance and quality assurance requirements to AQTF Standards in delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs.

The school, when developing its Curriculum Plan will provide at least 25 hours of student instruction per week.

Program Implementation

The Broadford Secondary College Educational Leaders will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate this implementation, course handbooks, assessment criteria and record keeping documentation and pro-formas will be produced that reflect the Victorian Curriculum standards..

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Digital Learning in Schools](#)' and the school's own endorsed policy.

Educational Leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Finance Committee of College Council.

Student Wellbeing and Learning

Broadford Secondary College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within their stages of schooling
- Established IEP's for PSD students, Indigenous Students and Out of Home Care students

Students with Disabilities

The Department of Education and Training and Broadford Secondary College is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Broadford Secondary College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

In 2024, Broadford Secondary College will start the implementation of Disability Inclusion.

Koorie Education

Broadford Secondary College is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG) and the NEVR KESO.
- All BSC staff have undertaken Cultural Understanding and Safety Training (CUST).
- supporting the development of high expectations and individualised learning for Koorie students

- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

3.4 Program Evaluation & Review

The Educational Leaders will meet regularly (at least three times per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school based testing, teacher judgments based on learning outcomes in AC and the Victorian Curriculum. Tools used will include Teacher Judgement and PAT. In 2024, BSC has invested in the platform of 'Analytics for schools' in 2025 to make data more accessible to school leaders and teachers.

Every year our school will do a self assessment of the curriculum. Professional learning teams will review their current curriculum to ensure all content descriptors and achievement standards and general capabilities of the Victorian Curriculum are currently being addressed. This assessment will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

LINKS AND APPENDICES

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Digital Learning in Schools](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

- Time allocations per learning area Year 7 to Year 12
- Annual Implementation Plan (AIP)
- Curriculum Mapping Tool
- Curriculum 3 year action plan.
- Curriculum Scope and Sequence template.

Sample Time allocations per learning area and Senior Secondary

Year 7 - Year 12

The curriculum, Year 7 – Year 10 is based on the Victorian Curriculum F-10.

The timetable is structured on a 2 week basis. Each period is 75 minutes in length. Every Monday, a Sub-school homegroup occurs. (Year 7-8 sub-school) This runs for 15 mins.

The breakdown of the weekly cycle is as follows:

Year 7		Year 8	
Domain	Minutes per week	Domain	Minutes per week
English	225	English	225
Mathematics	262.5	Mathematics	225
Science	112.5	Science	112.5
Humanities	112.5	Humanities	112.5
LOTE - Japanese	46.9	LOTE – Japanese	46.9
PE/ Health (Personal and Social Capabilities)*	225	PE/ Health (Personal and Social Capabilities)*	225
Int. Studies (Jigsaw, Advocacy, (Critical and Creative Thinking , Intercultural, Ethical, Digital Tech)*	187.5	Int. Studies (Jigsaw, Advocacy) (Critical and Creative Thinking , Intercultural, Ethical)*	225
TOTAL	1172.3	TOTAL	1172.3

Year 7 and 8 - Units undertaken across year 7 and 8	
Domain	Minutes per week
Arts (Music, 3D Art, Visual com, 2D Art)	117.15
Technology (Wood, Food, Digital Technology, Metal, Textiles, Robotics)	140.6
Humanities - Economics, Social Studies	46.9
General Capabilities - Philosophy (Ethical, Critical and Creative Thinking)*	23.45
TOTAL	328.15

OVERALL TOTAL	1172 + 328.15 = 1500
----------------------	-----------------------------

Year 9	
Domain	Minutes per week
English	225
Mathematics	225
Science (Critical and Creative Thinking)*	187.5
Humanities	187.5
PE/ Health (Personal and Social Capabilities)*	187.5
MIPs/Advocacy	37.5
Electives: Students must choose one from Art/Tech and then any subject they like to make up the rest of the time	
Art# (Critical and Creative Thinking)	112.5
Tech#	112.5
Electives # - LOTE , Literature, Mechanics, Sports Coaching, Philosophy (Ethical)*, Tech, Art (Critical and Creative Thinking)*	225
TOTAL	1500 per week

Year 10	
Domain	Minutes per week
English	225
Mathematics	225
Enrichment - Careers, study skills focus	150
PE/ Health (Personal and Social Capabilities)	112.5
Electives: Students must choose one from Art/Tech/Hums/Science and then any subject they like to make up the rest of the time	

Science #	112.5
Humanities # (#Philosophy – Ethical), Geography, History, Law	112.5
Art# (Critical and Creative Thinking)	112.5
Tech#	112.5
Electives # - LOTE, Literature, VET, Outdoor Education, Philosophy (Ethical)*, Tech, Art, Humanities, Science, Sports Science, Health and Human Development, VCE Unit	337.5
TOTAL	1500 per week

= Elective

* Includes the Victorian Curriculum General Capabilities.

1. Intercultural
2. Personal and Social
3. Critical and Creative
4. Ethical

Year 11 VCE	
Subject	Minutes per week
English	225
Subject 2	225
Subject 3	225
Subject 4	225
Subject 5	225
Subject 6	225
Private Study	150
TOTAL	1500 per week

Year 12 VCE	
Subject	Minutes per week
English	300
Mathematics	300
Subject 3	225

Subject 4	225
Subject 5	225
Private study in Year 12	225
TOTAL	1500 per week

Year 11 – Year 12 VCE VM/VPC	
Units	Minutes per week
Literacy	300
Numeracy	300
Personal Development Skills	300
Industry Specific Skills (VET Certificate)	300
Structured Workplace Learning	300
TOTAL	1500 per week

Curriculum and Programs Delivered

- The year 7 to 10 curriculum is based on the Victorian Curriculum F-10.
- We deliver VCE, VCE VM, VPC and VET programs.
- Our alternative setting is called RESET and is delivered at the Stadium in a designated space, by teachers from Broadford Secondary College. Delivery occurs 4 days a week from 9am until 1:30pm. The idea is to try and re-engage the students to the main campus.

[Annex 1: BSC scope and Sequence 2023:](#)

[Annex 2: The Whole School Curriculum Plan 2023:](#)

Teaching Practice

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the needs for and the use of facilities and resources.

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this the school provides sequential teaching and learning programs that deliver comprehensive, broadly based and inclusive curriculum.

The school has mapped out curriculum offerings, in the form of a Curriculum Plan that will be reviewed each year in Key Learning Areas (KLA's, which are now called PLT Workshops) and Professional Learning Teams (PLT's).

There is also ongoing curriculum review in Educational Leaders and in KLA's (PLT workshops). Each of these teams meet 3 times per term.

IMPLEMENTATION

1. Our College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness, OoHC, Indigenous and students from language backgrounds other than English.
2. Our College will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
3. Our College, when developing its Curriculum Plan, will provide at least 25 hours of student instruction per week.
4. The Education Leaders will determine the curriculum program for the following year, based on student demand and the needs for the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
 - a. Input will be sought from the relevant staff in the curriculum area when determining programs for the following year.
5. The Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines.
6. Every year, our school will do a self-assessment of the Year 7 to 10 curriculum. This will enable PLT's to audit the curriculum of a particular program to see Student growth, Content descriptors and General capabilities of the Victorian Curriculum F-10 are currently being addressed. This self assessment will inform future curriculum planning.
 - a. To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the Victorian Curriculum F-10.
7. The DET requirements related to the teaching of Physical and Sports Education, Languages, Sexuality and Consent Education, Careers Education and the Holocaust will continue to be implemented.
8. The use of Digital Technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
9. The Breadth Stage (yrs 7 & 8) and the Pathways Stage (yrs 9 & 10) of schooling approaches will continue to be developed and implemented.
10. In developing its curriculum plan, the school will provide a broad range of educational pathways to ensure improved student outcomes.
11. Educational leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to Finance Committee of College Council.
12. The Educational Leadership Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data Analysed will include, but is not limited to, NAPLAN, PATR & PATM, On Track, Post Compulsory Completion and Achievement Information, VCE

Data and Exam Results, teacher judgments based on learning outcomes in Victorian Curriculum F-10. Student learning outcomes will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and the school website.

- a. The Educational Leaders is chaired by the Leading Teacher – Curriculum Planning and Assessment and have at least three scheduled meetings per term.
 - b. Educational Leaders. Principal, APs, Teaching and Learning Team, Learning Area Leaders, and Career’s Coordinator. Its core business is teaching and learning strategies, analysis of data, staff PD, implementation of curriculum, timelines, reporting and assessment, schedules, policies, new subjects etc.
13. A documented strategy to improve student learning outcomes will be found in the School Strategic Plan, three year curriculum plan and actioned through the BSC Annual Implementation Plan (AIP).

STUDENT LEARNING OUTCOMES

Individual Teacher’s teaching practice combines professional development and strategic planning which is incorporated into their statement of expectation. They will achieve this by using the following elements.

PLT - Staff will complete an inquiry cycle to improve student learning. The inquiry questions are related to the AIP goals. In 2025, Inquiry cycles will be in PLT teams from cross curriculum areas.

PLT Workshops - All staff are required to attend Workshops to the subjects they teach. The work they will do here will complement the work they complete in PLT’s.

Focus areas that BSC continues to work towards are from the following:

- Instructional Model used to inform practice
 - wellbeing
 - formative assessment
- Creating and using Developmental Rubrics
- Literacy, Numeracy
- Peer Observation Feedback – Twice Yearly, continual program of Learning Walks.
- Learning Walks
- Student Feedback – Attitudes to School Survey data (AtoSS)
- Up-to-date unit outlines with assessment, numeracy, literacy, content descriptors and achievement standards.

Broadford Secondary College monitors Student learning outcomes by using several forms of assessment data at specific times throughout the school year.

When?	What?	Who?
Feb/March	VCE Results	<ul style="list-style-type: none"> • Classroom teachers • Professional Learning Teams • Educational Leaders • T & L Team • Leadership Team
February	VET/ Results	<ul style="list-style-type: none"> • Pathways Manager • Senior School team
July	<ul style="list-style-type: none"> • Student attitudes to school survey 	<ul style="list-style-type: none"> • Student Advocacy Team • Classroom teachers • Leadership Team
August	NAPLAN	<ul style="list-style-type: none"> • Classroom teachers • Educational Leaders • Parents • Students • PLT's • Leadership Team
March/April Nov/Dec	PAT R & PAT M	<ul style="list-style-type: none"> • Classroom teachers • Educational Leaders • Professional Learning Teams • Leadership Team • Students
Sep/Oct	Staff Survey	<ul style="list-style-type: none"> • Educational Leaders • Leadership Team • T & L Team
July/Dec/Jan	Teacher Judgments	<ul style="list-style-type: none"> • Classroom teachers • Professional Learning Teams • Parents • Students

		<ul style="list-style-type: none"> • Advocates
Regularly throughout the year	Individual teacher feedback from students <ul style="list-style-type: none"> • AtoSS • Parent Opinion Survey 	<ul style="list-style-type: none"> • Classroom teachers • PDP Process • Parents • Students

The Broadford Secondary College Strategic Plan 2024 – 2028, yearly AIP's and the BSC Curriculum three year plan also document the School's strategy to improve student learning outcomes.