

# Curriculum and Assessment Framework Policy

December 2022



## Purpose

Virtual School Victoria (VSV) provides innovative 21st century learning in a stimulating and supportive environment that engages students and encourages them in the pursuit of excellence and the achievement of individual goals. The curriculum covers the arrangements the school makes for students' development and learning. At the VSV this includes the learning materials, student activities, teaching approaches, and decisions about the need for, and the use of, facilities and resources.

Learning Programs at the VSV consist of courses of study that are designed to meet the educational needs of students whose circumstances prevent them from doing so at regular schools. The VSV develops Learning Programs which can be personalised to meet the needs of a diverse student cohort. A range of teaching strategies are employed including explicit teaching of core skills and an approach which seeks to promote curiosity in the essential questions inherent in each Learning Area.

It is an expectation that students enrolling at the VSV will have access to the Internet.

Each year the school maps out its curriculum offerings and publishes them in Enrolment Handbooks for [Direct Enrolments](#) and [Students in Schools](#) which are available to the community on the school website. More detailed descriptions of all subjects can also be found on the school website [subject information pages](#).

## Rationale

The VSV teaching and learning program is structured to facilitate the development of learning programs which can be customised or modified to cater to the individual learning needs of students. All students are provided with an orientation program which introduces them to studying in a virtual environment and supports the development of learning goals.

The school identifies and caters for the different needs of particular cohorts of students. Individual Education Plans (IEPs) are developed in collaboration with the supervisor, learning advisors, teachers, the student and allied professionals to address the needs of students in relation to specific learning needs, disabilities, impairments and giftedness.

Courses of study are provided through a rich Moodle based virtual learning environment and are organised into units (VCE) or modules (Years F-10).

## Implementation

VSV has a systematic and consultative school wide planning process which allows for the breadth of curriculum to be offered within a framework that is responsive to the greatly varying needs and situations of the students who enrol at VSV. All enrolment categories at VSV are likely to require a responsive and adaptive approach. Some of those categories are:

- Medical (social/emotional)
- Travel (students travelling within Australia and internationally)
- Sports/Performance
- Distance
- Young Adult
- Previously home schooled

This process ensures that:

- Staff and students are part of the process for continual improvement of courses and programs
- Teaching staff, online learning technical staff and leadership are part of a feedback loop to ensure consistency of design, approach and delivery of the curriculum
- Opportunities for sharing experience and expertise in teaching and learning are embedded in the processes
- Staff new to VSV can more readily understand the structures, processes and expectations of the teaching and learning programs

The Education Committee determines the overall teaching and learning program for the following year, based on student demand and VCAA requirements to maintain balance and a broad provision of subject choices. Input will be sought from the relevant staff in the Learning Areas and sub schools when determining course development for the following school year. Each course follows a scope and sequence as documented in the internal shared drives

The Victorian Curriculum forms the basis and majority of the program in Years F to 10. However, given VSV's unique context and delivery modes, further breadth is added through both virtual and live incursions and excursions, workshops, assemblies, camps, and Connect Week activities.

VSV does not offer languages as part of the curriculum due to its connection with the Victorian School of Languages which is based in the same building and provides virtual language learning programs. Students are guided to the courses offered by the Victorian School of Languages via the F-10 Enrolment Handbook. Languages other than English are offered by the Victorian School of Languages (VSL). The VSL operates independently and separately to VSV, but students may choose to study languages with them. The VSL application form is currently part of the VSV enrolment application. This form needs to be completed and submitted to VSV, along with the rest of the application. Languages are not compulsory.

In Years 11 and 12 courses are developed and delivered in accordance with VCAA requirements for VCE studies and, looking beyond 2022, the developments in Study Designs aligned to the new Senior Secondary Reforms. The VSV complies with all DET and VCAA guidelines about the length of classroom instruction time required for VCE Studies (at least 50 hours over a semester).

VCE staff have significant resources to support teaching and learning. Structures and processes are outlined in the VCE Staff Handbook. Detailed information is also available on the school's professional learning online modules and in the VSV shared drives. Staff new to VSV are guided to the information through formal and informal induction sessions, online learning modules, mentor guidance and subject and year level structures and processes.

The VSV [Pedagogical Model](#) for Virtual Learning was developed at VSV by Instructional Leaders, representatives from the Executive Leadership team, and with support from sub school leadership. The evidence-based model was created with the support of Dr Richard Olsen, acting in the role of critical friend. A range of theoretical work underpins the model, and it is informed by the Victorian Teaching and Learning Model. The VSV Pedagogical Model provides a clear framework for curriculum planning, synchronous online lesson planning and asynchronous program development.

The formal teaching and learning program at VSV is based on a blend of asynchronous and synchronous learning. Students are provided with timetable information at the start of the year via the Launch Pad or Orientation programs. Flexibility in the online delivery allows late enrolling students to join courses at an appropriate point of need.

Asynchronous interactive, multimedia rich course materials are delivered through the Moodle-based Learning Management System known as VSV Online. Students submit work and teachers return feedback through this system. Synchronous lessons are scheduled for groups of students.

Students enrolling in F-10 at VSV must meet strict enrolment criteria. This cohort often have very complex personal and learning needs as evidenced by the extensive number of mandated *Individual Education Plans* required. The school also has a structured Literacy and Numeracy support program to address specific needs in primary and in the middle years of schooling. There is a formal referral process which staff follow to refer students to the Learning Support Program. F-6, Years 7-10 and VCE have different timetable structures which reflect the needs of those cohorts and the mix of VSV-based and school-based students.

Student learning outcomes data is reported in the Annual Report to the School Community provided to the Department of Education and is also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Student learning data is also a part of the formal Community Learning Teams (or PLCs) which form part of the review by teachers of current teaching and learning practice and

outcomes.

# Monitoring and Review

VSV monitors, reviews and adapts the curriculum content, implementation and assessment in response to identified student learning needs. Every subject at VSV has a documented scope and sequence.

The curriculum content and pedagogy approach at VSV is to continuously monitor content and how students are engaging with it. Part of this continuous review occurs in weekly subject/year level meeting in Years F-10, where teachers consider and plan for synchronous lessons, discuss student learning and resources, as well as discuss additions, adaptations, adjustments and differentiation for the current cohort. These meetings may also include Instructional Leaders and/or Coordinators and Sub School leaders as required. Smaller changes are made to the asynchronous course materials by teachers and larger changes are managed by the VSV Online team. At VCE, most subject teams meet on a weekly basis. Existing asynchronous courses (programs) are re-written whenever a new study design for a subject is released by the VCAA. The subject team and senior sub-school meetings may also trigger reflections and reviews of current course content and teaching practice.

Instructional Leaders, and relevant Executive Leadership members, meet weekly to discuss Learning Area specific items which includes program developments, curriculum and pedagogy.

Education Committee also monitors, reviews and approves requested changes that may impact teaching and learning, including, for example, timetabling, texts, scope and sequence, provision and implementation of whole school initiatives, external content providers and software being used. It also discusses and considers priority issues as part of long-term and short-term planning relating to teaching and learning.

In addition to the continuous monitoring of curriculum at subject year level, VSV extensively reflects upon and reviews current teaching and learning content and practice to check alignment to current VCAA guidelines and to ensure continuing appropriateness to meet the educational needs of VSV students.

# Assessment and Reporting

Assessment of student learning (formative and summative) is predominantly through the vehicle of asynchronous learning and, as with curriculum, is reviewed by teachers periodically and annually. However, teachers also assess students through participation and activities during online classes and work completed via chat, discussion, jam boards, etc. Assessment is approached through a variety of formats *such as*:

## **F-10**

- Interactive activities within online courses
- Quizzes
- Reflections
- Blogs
- Discussion boards/forums
- Responses to live streamed experiments
- Weekly submission tasks
- Online and mailed assessment tasks
- Completion of practical activities at home (e.g. science experiments in primary school, art projects)

## **VCE**

- Weekly submission tasks
- Online interactives
- SATs
- SACs
- Portfolios
- Performance
- Camps

The assessment is most often included with the written course structure and is prepared in advance through learning area and weekly subject team meetings, it is also able to be amended. This allows assessment to be responsive to cohorts and individuals to allow for differentiation, reasonable adjustments and modifications (where necessary).

The school also uses additional assessments such as PAT Testing, Insight Platform assessments, Reading assessments, Maths Space, Mathletics and other externally provided and validated tasks to supplement internal assessments to provide objective, age-expected tasks where relevant and provide opportunities to triangulate student data.

Reporting of learning progress at VSV has historically been undertaken as follows:

**F-6**

Students are provided with continuous feedback via parent discussions and the Learning Management System.

Semester 1 Reports – end of Term 2

Semester 2 Reports – end of Term 4

**7-10**

Progress Reports – end of Term 1

Semester 1 Reports – end of Term 2

Progress Reports – end of Term 3

Semester 2 Reports – end of Term 4

**VCE**

Semester 1 Reports – end of March 2022

Semester 2 Reports – first week of December 2022

F-10 Semester Reports are against a five-point progression scale (directly relating to the Continuum of Progression of the Victorian Curriculum). Students who have complex medical, social/emotional or other needs may have goals-based reports, or a combination of progression point and goal-based reports (for different subjects).

During 2023, VSV will be undertaking a school community-wide consultation on Reporting to enable students, parents/carers and students to provide feedback on the current format and to consider whether the processes and formats are still relevant and appropriate.

## Links Connected with this Policy

- <http://www.vcaa.vic.edu.au>

## Appendix A

### Curriculum time allocations 2023

Year 7			Year 8			Year 9			Year 10		
Subject	Hours p/w	Semester	Subject	Hours p/w	Semester	Subject	Hours p/w	Semester	Subject	Hours p/w	Semester
English	4	Both	English	4	Both	English	5	Both	English	5	Both
Maths	4	Both	Maths	4	Both	Maths	5	Both	Maths	5	Both
Science	4	Both	Science	4	Both	Science	5	Both	Science	5	Both
H/PE	3	Both	H/PE	3	Both	H/PE	3	Both	H/PE	3	Both
History	3	Sem One	Geography	3	Sem One	Civics	3	Sem One	Eco/Business	3	Sem One
Civics		Sem Two	Bus/Eco		Sem Two	Geography		Sem Two	History		Sem Two
Performing Art	3	Sem One	Visual Art	3	Sem One	Contact	1	Both	Contact	1	Both
Visual Art		Sem Two	Performing Art		Sem Two	<b>Electives</b>			<b>VCE Pathway Electives</b>		
Digital Tech	3	Sem One	Design Project Digital	3	Sem One	Visual Art	3	Sem One	Psychology	3	Sem One
Design Tech		Sem Two	Tech		Sem Two	Performing Art			3		
Contact	1	Both	Contact	1	Both	Digital Tech	3	Sem One	Research	3	Sem Two
						<i>Design Tech</i>	3	Sem Two			
<b>Total Hours</b>	25			25			25			25	





## Years 11 & 12

Curriculum and course development is aligned to the VCAA VCE Study Design cycle.

In Years 11 & 12 the curriculum is organized into 16-week units which are based on 50 hours of instructional time per unit, which includes a combination of synchronous and asynchronous instruction. VSV has been funded through the DET VCE Expansion Project since 2019 to develop additional courses additional VCAA VCE Studies not previously offered at VSV (*excluding* Languages, which are offered through the Victorian School of Languages).

The VCE curriculum provision for 2023 is listed in the following table:

Grey out cell means offered at VSV from 2023

Learning Area and Subject	Unit 1	Unit 2	Unit 3	Unit 4
English – English				
English – EAL				
English - Foundation			No VCAA study	No VCAA study
English - Literature				
English – Bridging English EAL			No VCAA study	No VCAA study
English – English Language			Planned for 2024	Planned for 2024
Mathematics – General (renamed from General&Further)				
Mathematics – Mathematical Methods (CAS)				
Mathematics - Specialist				
Mathematics - Foundation			Planned for 2024	Planned for 2024
The Arts – Art Making and Exhibiting				
The Arts –Creative Practice				
The Arts – Dance				
The Arts - Drama				
The Arts - Media				
The Arts – Music				
The Arts – Music Contemporary Performance				
The Arts – Music Composition				
The Arts – Music Inquiry				
The Arts – Music Repertoire Performance				
The Arts – Theatre Studies				
The Arts – Visual Communication and Design				
Science – Biology				
Science - Chemistry				
Science – Environmental Science				
Science - Physics				
Science - Psychology				
Humanities - Accounting				
Humanities – Australian Politics				
Humanities – Business Management				
Humanities – Classical Studies				
Humanities - Economics				
Humanities - Geography				
Humanities – Global and Australian Politics				
Humanities – Global Politics				
Humanities – Ancient History				
Humanities – The Making of Empires				
Humanities – Empires at Work				
Humanities – Australian History				
Humanities –Revolutions				
Humanities – Legal Studies				

<b>Learning Area and Subject</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Humanities - Philosophy				
Humanities – Religion and Society				
Humanities - Sociology				
Health & Physical Education – Health and Human Development				
Health – Outdoor and Environmental Studies				
Health & Physical Education – Physical Education				
Design & Technologies – Agricultural and Horticultural Studies				
Design and Technologies– Food and Technology				
Design & Technologies – Product Design and Technology				
Design & Technologies – Systems Engineering			Planned for 2024	Planned for 2024
Technology – Algorithmics (HESS)				
Technology – Applied Computing				
Technology – Data Analytics				
Technology – Software Development				

The following subjects are being developed for implementation in 2024:

VCE Vocational Major – Work Related Skills				
VCE Vocational Major – Personal Development Skills				

# Policy – Identification and Recording

## Policy Information

<b>Policy Name:</b>	<b>Curriculum Framework Policy</b>
<b>Policy Number:</b>	
<b>Current Version:</b>	Draft.– 01.12.22
<b>Purpose:</b>	Teaching and Learning
<b>Scope:</b>	School Programs
<b>Policy Owner:</b>	Advisory Board
<b>Policy Author:</b>	Fiona Webster Tricia O’Hara
<b>Related policies and legislation:</b>	Course Development Policy Assessment and Reporting Policy
<b>Internal procedures guided by this policy:</b>	Guideline for curriculum development F-12

### Revision History

<b>Revision Date:</b>	<b>Status: (Draft/Final)</b>	<b>Summary of Changes</b>	<b>Prepared/Approved By:</b>	<b>Revision #</b>
22.08.14	Draft	New	Fiona Webster	1.0
20.09.17		Updated terminology and new F-10 Curriculum Structure	Fiona Webster and Bill Simmalavong	2.0
27.03.19		Reviewed for VRQA Minimum Standards	Martin Jorgensen and Fiona Webster	3.0
01.12.22	Final	Updated draft to reflect new subjects, changes to processes and changes to related policies	Tricia O’Hara and Fiona Webster	4.0

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