Curriculum and Assessment Framework Policy

May 2025

VIRTUAL SCHOOL VICTORIA

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 the 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
- 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 has oversight of 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 internal drives.

The Victorian Curriculum forms the basis and majority of the program in Years F to 10. We are currently in a 2 year implementation cycle for the new Victorian Curriculum 2.0. However, given VSV's unique context and delivery modes, further breadth is added through both virtual and live incursions and excursions, seminars, 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 (VSL) which is based in Collingwood 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 VSL. The VSL operates independently and separately to VSV, but students may choose to study languages with them.

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

VCE staff have significant resources to support learning and teaching. Structures and processes are outlined in VSV's VCE Staff Handbook. Detailed information is also available on the school's professional learning online modules and on the VSV shared drives. Staff new to VSV are guided to the information in 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 within the enrolment timelines.

Asynchronous interactive, multimedia rich course materials are delivered through the Moodle-based Learning Management System known as VSV Online. Students submit work and teachers record achievement and 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 limited, 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, guided by instructional leaders. 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 and updates are made to the asynchronous course materials by teachers and major changes are managed by the VSV Online team. At VCE, most subject teams meet on a weekly basis. Existing asynchronous courses (programs) are updated in alignment with amendments 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 may include program developments, curriculum, pedagogy and assessment.

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, new electives, 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 VCAA guidelines and relevance for the educational needs of VSV cohorts.

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 DAL, 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.

Formal academic achievement is recorded through the Learning Management System in response to student submissions.

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 Semester 1
Semester 2 Reports (Units 1-2 only – first week of December)

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

VSV is still in a process of 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 2025

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 Civics	3	Sem One Sem Two	Geography Bus/Eco	3	Sem One Sem Two	Civics Geography	3	Sem One Sem Two	Eco/Business History	3	Sem One Sem Two
Performing Art Visual Art	3	Sem One Sem Two	Visual Art Performing Art	3	Sem One Sem Two	Contact	1	Both	Contact	1	Both
						Electives			**VCE Pathway Electives**		
Digital Tech Design Tech	3	Sem One Sem Two	Design Project Digital Tech	3	Sem One Sem Two	Visual Art	3	Sem One	Psychology	3	Sem One
						Performing Art	3	Sem Two	Philosophy	3	Sem Two
Contact	1	Both	Contact	1	Both	Digital Tech	3	Sem One	Research	3	Sem Two
						Design Tech	3	Sem Two			
Total Hours	25			25			25			25	

F-2						3 & 4			5 & 6
Hours p/fortnight	Semester	Subject	Hours p/fortnight	Semester	Subject		Hours p/fortnight	Semester	
20	Both	Literacy	20	Both	Literacy		19	Both	
20	Both	Numeracy	20	Both	Numeracy		19	Both	
2	Both	Science	2	Both	Science		3	Both	
2	Both	H/PE	2	Both	H/PE		3	Both	
2		**Hums** History Geography Civics & Cit	2		**Hums** History Geography Civics & Cit Bus & Eco		2		
2		**Arts** Dance Drama Media Arts Music Visual Arts	2		**Arts** Dance Drama Media Arts Music Visual Arts		2		
2		**Tech** Design Tech Digital Tech	2	Both	**Tech** Design Tech Digital Tech		2	Both	

Years 11 & 12

Curriculum and course development is aligned to the VCAA VCE Study Design update cycle, which is currently in review by the VCAA.

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 subject is listed in the following table:

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				
Mathematics – General (renamed from General&Further)				
Mathematics – Mathematical Methods (CAS)				
Mathematics - Specialist				
Mathematics - Foundation				
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				

Learning Area and Subject	Unit 1	Unit 2	Unit 3	Unit 4
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	▨	▨		
Technology – Algorithmics (HESS)			▨	▨
Technology – Applied Computing	▨	▨		
Technology – Data Analytics			▨	▨
Technology – Software Development			▨	▨

VCE Vocational Major:

	Unit 1	Unit 2	Unit 3	Unit 4
VCE Vocational Major – Work Related Skills	▨	▨	▨	
VCE Vocational Major – Personal Development Skills	▨	▨	▨	

Learning Area and Subject	Unit 1	Unit 2	Unit 3	Unit 4

Policy – Identification and Recording Policy Information

Policy Name:	**Curriculum Framework Policy**
Policy Number:	
Current Version:	16.05.2025
Purpose:	Teaching and Learning
Scope:	School Programs
Policy Owner:	Advisory Board
Policy Author:	Fiona Webster Tricia O'Hara
Related policies and legislation:	Course Development Policy Assessment and Reporting Policy
Internal procedures guided by this policy:	Guideline for curriculum development F-12

Revision History

Revision Date:	Status: (Draft/Final)	Summary of Changes	Prepared/Approved By:	Revision #
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
16.05.2025	Updated	Updated content to reflect VCAA changes to F-10 curriculum implementation (VicCurric2.0) and ongoing changes to the VCE Study Design update processes.	Tricia O'Hara and Fiona Webster	5.0

Distribution: Staff

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