

691 Curriculum Framework Policy

Rationale

ECG Secondary College is a registered independent school and a division of Community College Gippsland (CCG) that provides an applied approach to learning, integrating real-world scenarios into its curriculum. All campuses provide opportunities for students to undertake the Vocational Pathways Certificate (VPC) and VCE Vocational Major (VCE VM). In 2024, the Warragul and Leongatha campuses introduced a Year 9/10 program. The curriculum provides students with a planned and structured approach to curriculum to equip them with the knowledge, skills and attributes required to complete their schooling and successful transition from school to work, training and/or further education. ECG Secondary College is dedicated to delivering high-quality education, feedback, and assessments to empower students in their learning journey and enhance their potential for growth.

Aim

- To optimise student learning through the implementation of the Victorian Curriculum across each learning area in Years 9 and 10 in a manner consistent with departmental requirements and locally identified needs.
- To optimise student learning through the implementation of the VCAA Study Designs for the VCE VM and VPC, with additional VET pathways and options provided to students.
- To recognise and respond to diverse needs when developing curriculum programs, meeting the requirements and demands of students.
- To empower students to enter the workforce or pursue further education with confidence.
- To foster independence in each student.
- To facilitate a smooth transition into a student's next steps and future pathways after their time at ECG Secondary College.
- To regularly communicate student progress and achievement in accordance with VCAA guidelines and policies.

Implementation

ECG Secondary College has a Lead Teacher of Curriculum who supports the school's development, implementation and compliance of the school's curriculum and assessment practices across each of the four campuses. The Lead Teacher of Curriculum is supported by the College Principal, Campus Principals and other members of the Senior Leadership Team.

- ECG will provide a range of curriculum programs that address the specific needs of students in relation to special learning needs, disabilities and impairments, gender, giftedness, students from language backgrounds other than English, Aboriginal and Torres Strait Islander peoples and the LGBTQIA+ community.
- ECG will provide a comprehensive curriculum across all areas and programs in the Year 9/10 and Senior Secondary cohorts.
- ECG will continue to ensure the pillars of applied learning are a focus when curriculum including learning activities and assessment tasks are being developed.

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- ECG will identify and cater for the different needs of its students when developing curriculum, including implementing strategies identified in student’s Individual Education Plans (IEPs), that will provide at least 17.5 hours of student instruction per week.
- Staff at each campus are responsible for the teaching and learning programs and assessment strategies used with their classes, in alignment with the Assessment and Reporting Policy and College Curriculum Handbook. Staff of senior classes are encouraged to refer to the VPC and VCE Administrative Handbooks for further information when required.
- Classroom practice includes individualisation and differentiation of learning activities and assessments, whilst still meeting the requirements of Victorian Curriculum, and VPC and VCE VM Study Designs.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery of the Year 9/10 program in accordance with the required VCAA and VRQA guidelines. The Year 9/10 program will be run as a two-year cycle.
- Our Senior Secondary program provides students with the opportunity to study the VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).
- Students in Year 10 and Senior Secondary are encouraged, and those undertaking the VCE VM are required, to participate in Vocational Education and Training (VET) to broaden their program scope.
- The use of Information and Communications Technology (ICT) will continue to be integrated across the curriculum to support the improvement of teaching practice and student learning outcomes.
- Staff can apply for professional learning that addresses changes in teaching and learning strategies as well as enabling further development of teaching skills.
- At the end of each year, ECG will undertake an audit of the Year 9/10 curriculum and program to update the curriculum programs and map to show which domains, dimensions and standard of the Victorian Curriculum are currently being addressed in which year; this audit will inform future planning.
- At the end of each year, ECG will undertake an audit of participation and completion rates for the VCE VM and VPC. This information will inform future curriculum structure and planning.
- Handbooks are published each year to inform students and parents/carers of programs.
- Ongoing reporting of student achievement and progress is facilitated through an online Learning Management System; Semester reports are published twice a year. Reporting of Victorian Curriculum dimensions and strands is in accordance with VCAA policies, advice and guidelines, and VRQA submission documentation.
- The curriculum program is delivered over a 5-day timetable, with 3 sessions per day. This is inclusive of students participating in VET and school-based apprenticeships.

Appendices:

- Day Structure and Break Times (Each Campus)
- Senior Secondary Subjects Offered
- Year 9/10 Subjects: 2-Year Cycle
- Lesson Model with Example
- Review Cycle and Evaluation

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Day Structure and Break Times

Warragul- 9/10 (Junior Program)

Session	Time
1	9:15am- 10:45am (9:15am Student Briefing)
Break	10:45am- 11:00am
2	11:00am- 12:15pm
Break	12:15pm- 1:00pm
3	1:00pm- 3:00pm (15 minute wellbeing break)

Warragul- Senior Program

Session	Time
1	9:20am- 11:00am
Break	11:00am- 11:30am
2	11:30am- 12:15pm
Break	12:15pm- 1:00pm
3	1:00pm- 3:00pm

Leongatha- 9/10 (Junior Program)

Session	Time
1	9:15am- 10:45am 9:15am Breakfast Club 9:30am Student Briefing
Break	10:45- 11:00am
2	11:30am- 12:15pm
Break	12:15pm- 1:00pm
3	1:00pm- 3:00pm (15 minute wellbeing break)

Leongatha- Senior Program

Session	Time
1	9:15am- 11:00am (9:15am Student Briefing)
Break	11:00am- 11:30am
2	11:30am- 1:00pm
Break	1:00pm- 2:00pm
3	2:00pm- 3:00pm

Pakenham- Senior Program only

Session	Time
1	9:15pm- 10:35am (9:15am Student Briefing)
Break	10:35am- 11:00am
2	11:00am- 12:10pm
Break	12:10pm- 1:00pm
3	1:00pm- 3:00pm (10 min break from 2:00pm- 2:10pm)

Dandenong- Senior Program only

Session	Time
1	9:30- 11:00am
Break	11:00am- 11:30am
2	11:30am- 1:00pm
Break	1:00pm- 1:30pm
3	1:30pm- 3:00pm

Senior Secondary Units Offered For 2024

VCE Vocational Major (VCE VM):

Units 1 and 2	Literacy Numeracy Personal Development Skills Work Related Skills
Units 3 and 4	Literacy Numeracy Personal Development Skills Work Related Skills

Victorian Pathways Certificate (VPC):

Units 1 and 2	Literacy Numeracy Personal Development Skills Work Related Skills
Units 3 and 4	Literacy Numeracy Personal Development Skills Work Related Skills

Year 9/10 Subjects: 2-Year Cycle

English: All strands will be taught annually. Planning will be done at levels 9 and 10, with relevant differentiation required for students/ the class accordingly.

Mathematics: All strands will be taught annually. Planning will be done at levels 9 and 10, with relevant differentiation required for students/ the class accordingly.

Health and Active Lifestyle: All strands will be taught annually. Planning will be done at levels 9 and 10, with relevant differentiation required for students/ the class accordingly.

Capabilities: All strands will be taught annually. Planning will be done at levels 9 and 10, with relevant differentiation required for students/ the class accordingly.

Humanities: There will be a 2-year cycle for the Humanities strands. Please refer to the table below.

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	History	Geography	Civics and Citizenship	Economics and Business
Year 1 of Program	<p><i>The Making of the Modern World.</i></p> <p>Industrial revolution Australia and Asia.</p> <p>Historical concepts and skills:</p> <ul style="list-style-type: none"> - Chronology - Historical sources as evidence - Continuity and change - Cause and effect - Historical significance 	<p>Geographical knowledge</p> <p>Biomes and food security Geographies of interconnection.</p> <p>Geographical Concepts and skills:</p> <p>Data and information</p>	<p>Citizenship diversity and identity</p> <p>Law & Citizens</p> <p>Skills:</p> <p>Analyse Examine Interpret Identify key features</p>	<p>Economics and Business</p> <p>Work and work futures Resource allocation and making choices Consumer and financial literacy</p> <p>Concepts and skills:</p> <p>Research Identity Hypothesise Roles and responsibilities Economic performance Living standards</p>
Year 2 of Program	<p>The modern world and Australia</p> <p>Australians at war (1914 – 1945) Rights and freedoms (1945 – the present) The globalising world</p> <p>Historical concepts and skills:</p> <ul style="list-style-type: none"> - Chronology - Historical sources as evidence - Continuity and change - Cause and effect - Historical significance 	<p>Geographical knowledge:</p> <p>Environmental change and management Geographies of human well being</p> <p>Geographical Concepts and skills:</p> <p>Place space and interconnection</p>	<p>Government and Democracy</p> <p>Law & Citizens</p> <p>Skills:</p> <p>Analyse Examine Interpret Identify key features</p>	<p>Economics and Business</p> <p>The business environment Enterprising behaviours and capabilities Economic and business reasoning and interpretation</p> <p>Concepts and skills:</p> <p>Research Identity Hypothesise Roles and responsibilities Trading nation Economic performance Living standards</p>

ECG Secondary College Lesson Model

Students who attend ECG Secondary College are disengaged from mainstream education. As teachers work with students to re-engage them into education, of importance is building student's self-efficacy and stamina for learning. There are key areas identified that enable students to have consistency and predictability in their schooling as they continue on their learning journey; providing teachers with focus points in their pedagogical approaches to building the multi-faceted educational capacity of our students.

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Teacher action	Teachable idea or skill	Co-construction between teacher and student	
X		X	<p>Knowing our students:</p> <p>Teachers have built their knowledge and understanding of student needs using a range of interpersonal communication and data collection. This enables teachers to demonstrate their interest in students as people and learners. Methods include but are not limited to:</p> <ul style="list-style-type: none"> • Student Support Group meetings • Creating Student Support Plans • Creating Individual Education Plan (IEP) goals • Incidental conversations at school, on the way to and from excursions, during activities in and out of the classroom etc. • Individual project planning- related to curriculum
X		X	<p>Connecting with students:</p> <p>Teachers have developed connections with their students as people and learners, enabling each student to feel heard, safe to ask questions and receive feedback, and to share any challenges they are facing that may impact on their learning, focus and/or stamina. Methods include but are not limited to:</p> <ul style="list-style-type: none"> • Student Support Group meetings • Creating Individual Education Plan (IEP) goals • Incidental conversations at school, on the way to and from excursions, during activities in and out of the classroom etc. • Interacting and engaging with students during break times • Utilising co-regulation strategies • Accounting for individual student needs and proactively implementing processes/ adjustments to support them.

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X	X	X	<p>Fostering class/school connection:</p> <p>Teachers promote belonging within their classrooms for students to build connection with their peers and a sense of community. This extends further into activities being designed and organised from a whole-campus perspective where students expand their support network at school to include peers from other classes. Methods include but are not limited to:</p> <ul style="list-style-type: none"> • Embracing and celebrating Aboriginal and Torres Strait Islander culture, cultures from around the world and the LGBTQIA+ community. • Encouraging student input into the layout of the classroom and accounting for various student needs. • Teachers organising and facilitating pair, group and whole class activities. • Teachers encouraging, supporting and building students' capacity to organise and facilitate group and whole class activities. • Providing whole class process praise for what they have done well as a group and using whole-group language: "We..."
X	X	X	<p>Positive and relational behaviour expectations:</p> <p>Teachers outline and remind students of the shared values and expectations that have been established. These are also explicitly taught and discussed; understanding that there are learned behaviours and missteps can be acknowledged. Teachers also encourage students to contribute to classroom expectations beyond those outlined. Some of these include:</p> <ul style="list-style-type: none"> • "We value collaboration, inclusion, integrity, quality and safety." • Students unpacking "We are ready to learn" and "We allow others to learn", and what associated behaviours look like. • "We will be respectful when we are communicating with others." • "We will think about whether what we are saying is thoughtful, kind and necessary."

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X	X	X	<p>Teaching and learning behaviour guidelines:</p> <p>Teachers apply organisational guidelines and expectations in classrooms that enable efficient use of learning time. Methods include but are not limited to:</p> <ul style="list-style-type: none"> • Teachers implementing a clear structure within their classrooms, so students are aware of expectations upon entering and leaving the learning space. • Parents/carers informing the school if a student is going to be late or needs to leave early. • Teaching students about the organisation of their learning materials and responsibility around packing their things away at the end of the session/day. • Teaching students how to structure their work, represent ideas, ensure their work is clear and legible etc. • Students being aware of the strategies on the Student Support Plans and utilising these when they identify their readiness-to-learn. • Teaching students about workplace expectations and providing consistent reminders that their time at school is preparing them to enter the workforce and/or further education.
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Lesson Model Example:

Lesson section	Essential Questions	Teacher Guidelines (incorporating observable behaviours including but not limited to...)
Learning Intention (LI) and Success Criteria (SC)	<p>Learning Intention (WALT)- <i>We are learning to...</i> What are students going to be learning today?</p> <p>Success Criteria (IWBSWI)- <i>I will be successful when I... or "I can"</i> statements. What do we want the students to achieve/ complete/ demonstrate their understanding of by the end of the session?</p> <p>What part of the curriculum is it linked to?</p>	<ul style="list-style-type: none"> • Go through LI and SC with students. SC should be visible to students- written on whiteboard or in digital presentation. • Discuss with the students what they will be learning and why (context and real-life links). • Use language that is clear and simple- student friendly. • Clearly define what is expected of students during and by the end of the session.
Introductory Activity/ Positive Primer	<p>Are the students ready to learn?</p> <p>How can I get them to transition back into the classroom and engage in the activity?</p>	<ul style="list-style-type: none"> • Establish student's readiness-to-learn. • Stimulate curiosity and engagement into the learning space/ provide regulating activity.

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	<p>What will stimulate their interest?</p> <p>What can I do to find out how much they know about this concept/ content?</p>	<ul style="list-style-type: none"> Utilise different modes for engagement including YouTube clips, games, questions, movement, GeoGuesser, Wordle, Numberle, Word searches, Cryptograms, Sudoku, non-linguistic representations etc. Provide students with opportunities to demonstrate prior knowledge and understanding. Use more than one activity if necessary.
Explicit Teach (I do)	<p>Do I understand the different learning styles of all students in the class?</p> <p>What key words/ ideas do I need to explain to the students prior to the explicit teach?</p> <p>What concepts/ content do they need?</p> <p>How will I present the information in a way that caters to those who need further scaffolding and those who need to be challenged further?</p>	<ul style="list-style-type: none"> Present new content and strengthen connections between ideas and knowledge. Utilise reliable teaching practices and provide differentiation in explanation for students. Utilise opportunities for whole-class and smaller group explicit teaching components in sessions. Provide clear, direct instructions and additional scaffolding. Present the content/ concept in several ways with concrete examples. Model examples for students. Gradual release of responsibility: I do -> We do -> You do.
Activity/ Activities (We do)	<p>How does the activity link back to the learning and the concept/content that was explicitly taught?</p> <p>Are students aware of what they need to do?</p> <p>Does the activity cater to all students and their needs?</p> <p>Are there opportunities for student agency and choice?</p>	<ul style="list-style-type: none"> Meet students at their learning level and provide opportunities for them to be challenged. Explicitly explain the link between theory and practical application. Provide students with 'the why' surrounding the activities so the purpose and relevance is made clear. Provide opportunity for student agency and choice; have bounded choices available. Encourage Think, Pair, Share, to build student confidence in sharing ideas with peers and facilitating peer teaching. Facilitate collaborative learning activities.
Independent Work (You do)	<p>How does the work link back to the learning and the concept/content that was explicitly taught?</p>	<ul style="list-style-type: none"> Use a range of strategies to build stamina goals in the classroom. Clearly outline what needs to be completed and provide students with explicit instruction.

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	<p>Are students aware of what they need to do?</p> <p>Does the work cater to all students and their needs?</p> <p>Is the work differentiated or individualised where necessary?</p> <p>Are there opportunities for student agency and choice?</p>	<ul style="list-style-type: none"> • Encourage students to attempt the work independently, asking for any help needed when necessary. • Provide verbal and/or written feedback to students. • Summarise and question. • Identify common questions and areas that require further development- utilise this in future planning and reflection.
Session Close	<p>Have the LI and SC been met?</p> <p>What is left to be done that needs to be followed up on?</p> <p>What areas require further attention?</p> <p>Where to next?</p>	<ul style="list-style-type: none"> • Discussion of LI and SC with students. • Encourage students to identify what went well and what could have been improved. • Strategic questioning (wait time) • Reminding students to save their work/ put their work and laptops away.

Review Cycle and Evaluation

This policy was last updated in June 2024 and is scheduled for review every 3 years.

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