The School for Student Leadership

Curriculum Framework

PURPOSE

The purpose of this framework is to outline The School for Student Leadership's organisation, implementation and review of curriculum and teaching practices.

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 of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area and lesson curriculum plans.

OVERVIEW

The School for Student Leadership provides an immersive residential program for Year 9 Government school students. We provide a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to grow into better citizens and leaders through increased self-awareness, social engagement, community connection and environmental stewardship..

The School for Student Leadership 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.

IMPLEMENTATION

The School for Student Leadership implements its curriculum through classes based around nine key learning concepts:

These learning concepts are regularly referred to, discussed and used both explicitly and implicitly. The classes use both practical applications and theory-based workshops with students using both laptops, journals and pens to record their own self learning. Within their own reflections students are encouraged strongly to make connections within their own interactions with the community and the learning concepts to help instil their understandings.

In line with the department's policy on Outdoor Education Schools and our registration with the Victorian Registration and Qualifications Authority (VRQA) as a Specific Purpose school that provides an alternative educational program, we are exempt from delivering teaching and learning program across all 8 key learning areas. Learning areas delivered include Health and Physical Education, Humanities (Geography and History) and Science, as well as Personal and Social, Critical and Creative Thinking, Ethical and Intercultural Capabilities.

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, curriculum area and lesson curriculum plans.

Language provision

The School for Student Leadership is exempt from the delivery of a language program in line with the *Education and Training Reform Regulations 2017* regulation 61 which provides schools registered as specific purpose an exemption from the curriculum framework standard.

Principles of Australian democracy

All school programs will support and promote the principles and practice of Australian democracy including a commitment to the following, as outlined in Schedule 4 clause 1 of the *Education and Training Reform Regulations 2017*:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

Pedagogy

The pedagogical approach at The School for Student Leadership emphasises a dynamic educational philosophy centred on experiential, reflective, and problem-based learning. It cultivates critical and creative thinking skills while fostering a whole-brained approach to learning that prepares students for academic success and real-world application of knowledge and skills. Through these pedagogical approaches, students are not only equipped with academic proficiency but also with the capacity for personal growth and lifelong learning.

At our school, students will be taught and supported through a holistic and evidence-based pedagogical approach aligned with the Framework for Improving Student Outcomes (FISO) 2.0. Our teaching practices are grounded in the belief that every student can achieve high standards of learning with the right support and strategies.

We will utilise a blend of common and subject-specific high-impact teaching strategies (HITS) that are designed to engage students actively in their learning process. These include:

1. **Explicit Instruction:** Teachers will provide clear, structured lessons where learning intentions and success criteria are explicitly stated. This approach ensures that students understand the goals of their learning and what is expected of them.

2. **Feedback:** Ongoing, timely, and actionable feedback will be provided to help students understand their progress and areas for improvement. Feedback will be specific to tasks and aligned with learning goals, fostering a growth mindset.

3. **Differentiation:** Teachers will tailor instruction to meet the diverse needs of all students, ensuring that content, process, and product are adjusted according to student readiness, interests, and learning profiles.

4. **Collaborative Learning:** We will emphasise peer learning and group work, encouraging students to collaborate, share ideas, and learn from each other. This approach promotes communication, teamwork, and problem-solving skills.

5. **Questioning:** Strategic questioning techniques will be employed to challenge students' thinking, encourage deeper understanding, and promote critical and creative thinking across all subject areas.

6. **Scaffolded Learning:** Instruction will be scaffolded to support students in mastering new skills and knowledge. Teachers will gradually release responsibility to students, moving from guided practice to independent application.

7. **Metacognitive Strategies:** Students will be taught to think about their own thinking and learning processes. By engaging in self-reflection and goal-setting, students will become more self-directed and effective learners.

Our school's commitment to these high-impact teaching strategies, combined with a supportive and inclusive learning environment, will ensure that every student is equipped to achieve their personal best and develop the skills necessary for lifelong learning.

Assessment

The School for Student Leadership assesses student progress in line with the Department's policy on Assessment of Student Achievement and Progress Foundation to 10.

Students at The School for Student Leadership 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 The School for Student Leadership 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.
- Assessment through teacher judgment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- 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.

Reporting

The School for Student Leadership reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, The School for Student Leadership ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term, and the provision of a formal report at the conclusion of the term.

We will issue a comprehensive Student Report to parents, detailing their child's academic progress in alignment with the Victorian Curriculum F-10 domains pertinent to our program. This report will offer a clear assessment of the student's performance against program-specific academic standards, highlighting strengths and identifying areas needing additional support. It will also include tailored suggestions for support and extension strategies, addressing both the Victorian Curriculum F-10 and other relevant areas. Furthermore, the report will incorporate a student self-assessment to encourage reflection and self-awareness in learning.

The progress report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language.

- The School for Student Leadership will report directly against the Victorian Curriculum F-10 achievement standards.
- 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.

- Our staff will engage in professional development focused on moderation to ensure consistency and accuracy in evaluating student progress, enabling teachers to apply uniform judgments across the school.
- We are committed to actively involving parents in their child's learning journey through our Student Support and Learning (SSL) program. Formal opportunities for parental engagement will include an arrival day parent-teacher interview, collaborative input to set learning goals, periodic goal reviews, and participation in the parent opinion survey. These interactions will ensure that parents are well-informed and play a vital role in supporting their child's educational experience.

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

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school and curriculum areas	In line with the Schools Strategic Review, Curriculum is reviewed as whole every 4 years as part of our School Review.	Principal and Leadership team	4 yearly
Units and lessons	Reviewed through Professional Learning Communities/Teams on a regular basis in response to student reflection in OneNote, local Curriculum Surveys and AToSs data (AToSs conducted every term)	Leading Teachers and PLCs	As determined in response to data sources

Review of teaching practice

- 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.

COMMUNICATION

This policy will be communicated to our staff in the following ways:

- Available publicly on our school's website
- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- 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)

POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 3 2024
Approved by	Principal
Next scheduled review date	Before term 4 2028