



CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the Victorian School of Languages (03) 9474 0500.

PURPOSE

The purpose of this framework is to:

- outline the Victorian School of Language's organisation, implementation and review of curriculum and teaching practices and to ensure that the Languages curriculum is addressed
- guide the Victorian School of Languages in ensuring that the school has in place a guaranteed and viable language curriculum program accessible to all students, from Foundation to Year 12 (VCE) in both its Centre and Distance Education classes

The framework shows how the school will deliver the curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

OVERVIEW

The VSL provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their chosen Language from Foundation to Year 12.

The VSL is committed to offering a comprehensive curriculum based on the *Victorian Curriculum F-10: Languages*. 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 Languages curriculum content is the basis for student learning
- Languages curriculum planning that is based on two-year bands of schooling rather than each year level
- reporting student learning against the achievement standards in the Languages curriculum
- reporting student learning to students and parents in line with the Department's *Reporting Student Achievement and Progress Foundation to 10* policy

The VSL is committed providing an educational environment which challenges and extends individual students and encourages excellence in teaching and learning in the area of Languages study. It supports the teaching of existing and new emerging languages. In particular, it provides and extends its service to the new outer metropolitan suburbs, to regional and country Victoria and caters for demographic changes. The VSL will endeavour to reflect positive community values, promote inclusiveness, celebrate cultural diversity and ensure a safe environment for students.

The VSL's Curriculum Goals is to:

- To provide a range of comprehensive Language courses within an appropriate cultural context to students from Foundation to Year 12 (VCE) in accordance with DET and VCAA guidelines.
- To provide a full range of VCE Languages and give special support to those languages of low candidature for which the VSL is the main/only provider.

- To provide a purposeful teaching program which engages student interest, recognises individual differences and develops the potential of all students.
- To provide assistance to languages of new and emerging communities to obtain VCE accreditation with the VCAA.
- To improve student achievement in Languages from Foundation to Year 12.

IMPLEMENTATION & LANGUAGE PROVISION

The VSL implements a Languages Curriculum for 59 Languages. The school delivers Languages in both face to face modes and by Distance Education. A list of Languages offered at the VSL is provided in Appendix A

The VSL:

Centre Classes provision

- provides 180 minutes of teaching over 30 sessions in a calendar year
- provides additional training to language staff, especially to those from new or emerging communities
- works with groups of Language teachers to seek VCE accreditation for new languages
- Leadership Team determines the curriculum program for the following year based on student demand and the needs of the school's Curriculum Plan to maintain broad provision of language choices
- seeks input from the relevant staff and Community members when determining language programs for the following school year
- uses the Victorian Curriculum as a framework for curriculum development and delivery from Foundation to Year 10 in accordance with DET policy and guidelines
- endeavors to meet all VCE requirements as determined by DET and the VCAA policy and guidelines
- participates in all VCAA audit programs for VCE programs
- uses Digital Technology whenever possible, to be integrated across the curriculum to support the improvement of teaching and learning outcomes
- caters for multi-level classes
- assist students who have special learning needs, disabilities and impairments
- Leadership Team facilitates regular analysis of student learning data and identifies potential curriculum areas that require focus. Data analysed includes, but is not limited to, VCE data, attendance data, VCE Examination results, teacher judgments based on learning outcomes in the Victorian Curriculum as appropriate.
- reports student learning outcomes data in the Annual Report to the VSL community and to DET

Distance Education

- includes a comprehensive range of language course for Years 7-12 in accordance with DET and VCAA guidelines
- enrolls students eligible for enrolment in Victorian government and non-government schools, provided their home school Principal ensures that applications meet the requirements such as:
 - the language that they wish to study is not available at their home school
 - the timetable clash prevents them from studying the language of their choice at their home school
 - They are not attending school but studying with the VSL. Some of these students are travelling interstate or overseas, others are unable to attend school due to ill-health. Students are eligible on the basis of remoteness, medical disability,

travel, or through formally approved referral by schools as a result of school discipline procedures or other reasons.

- Instruction in languages is available for eligible Victorian students for a minimum of two terms
- Approved home schooling
- Learners access their course via an online course page, requiring computer and reliable internet access. Many courses are fully or partly interactive, and all course work is submitted electronically through the course page on a weekly basis.
- Students can access a wide range of learning materials through the course page, in addition to the core course materials. Some course materials are also sent to students' home address in hard copy.
- Student complete fortnightly oral lessons with their teacher using our approved videoconferencing system.

Assessment

The Victorian School of Languages assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at VSL 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.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

- Teachers at the VSL 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 is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences and relevant Outcome requirements.
- 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 may modify tasks to cater for students with additional learning needs.
- The VSL develops Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards F-10 & VCE across the school.

Reporting

At the VSL student progress is reported to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, the VSL ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

- The VSL reports directly against the Victorian curriculum F-10 achievement standards or the VCE Study Design Outcomes
- Both student achievement and progress are included in the report.

- For Centre classes a mid-year opportunity is provided for parents/carers and students as a three way conference/interview to discuss the school report with the Language teacher. The conversation is consolidated with the students showcasing their completed Language Passport (a collection of completed tasks highlighting their progress and abilities).
- Distance Education parent-teacher interviews, are conducted twice-yearly, enabling the opportunity to discuss the students' progress and how they can continue to be supported at home. Students receive structured written feedback on their weekly work. This feedback also serves as continuous reporting to parents through a secure View Student Progress page. End of semester summaries are provided to parents and carers through the View Student Progress page.

CURRICULUM AND TEACHING PRACTICE REVIEW

- The VSL reviews curriculum and teaching practice 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. This is completed as part of the Four Year Strategic Plan and the Annual Implementation plans. During the school review period teachers and the school community are provided the opportunity to collaboratively evaluate the effect of learning, outcomes and student progression.
- The annual Performance Development cycle is 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.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
- This policy should be read alongside:
 - VSL Strategic Plan (2019-2023)
 - The VSL Annual Implementation Plans

COMMUNICATION

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website – www.vsl.vic.edu.au
- Made available in hard copy from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	School Council: 14/6/23
Approved by	Principal
Next scheduled review date	2027

APPENDIX A

Victorian School of Languages Curriculum Plan for Foundation to Year 10 and Year 11-12 VCE.

- Not all languages have VCE accreditation *
- **FL**= First Language **SLA** = Second Language Advanced
- Centre classes from Foundation to VCE are of 180 minute duration per scheduled session

Languages taught in the Centre classes are:

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|--|-----------------|-----------------|
| • Albanian * | • Greek | • Persian |
| • Amharic * | • Gujarati * | • Polish |
| • Arabic | • Hebrew | • Portuguese |
| • Bengali | • Hindi | • Punjabi |
| • Bosnian | • Hungarian | • Romanian |
| • Bulgarian * | • Indonesian | • Russian |
| • Chin Falam * | • Indonesian FL | • Serbian |
| • Chin Hakha | • Italian | • Sinhala |
| • Chinese - Cantonese * | • Japanese | • Spanish |
| • Chinese (Language Culture & Society) | • Japanese FL | • Swahili * |
| • Chinese - Mandarin | • Kannada * | • Tamil |
| • Chinese FL | • Karen | • Telugu * |
| • Chinese SLA | • Khmer | • Thai * |
| • Chinese- Traditional (Guoyu) * | • Korean | • Turkish |
| • Croatian | • Korean FL | • Urdu * |
| • Dari * | • Macedonian | • Vietnamese |
| • Dutch | • Malay * | • Vietnamese FL |
| • Filipino (Tagalog) | • Malayalam * | • Zomi * |
| • French | • Mizo * | |
| • German | • Pashto * | |

Distance Education classes

The languages taught in the VSL Distance Education section are:

- | | | |
|-----------|--------------|-----------------|
| • Arabic | • Greek | • Latin |
| • Chinese | • Indonesian | • Spanish |
| • French | • Italian | • Punjabi |
| • Hindi | • Japanese | • Vietnamese SL |
| • German | | |
- The majority of the classes range from Year 7 to Year 12 (VCE)