

WPSC CURRICULUM FRAMEWORK

Material to support curriculum development, documentation, and delivery.



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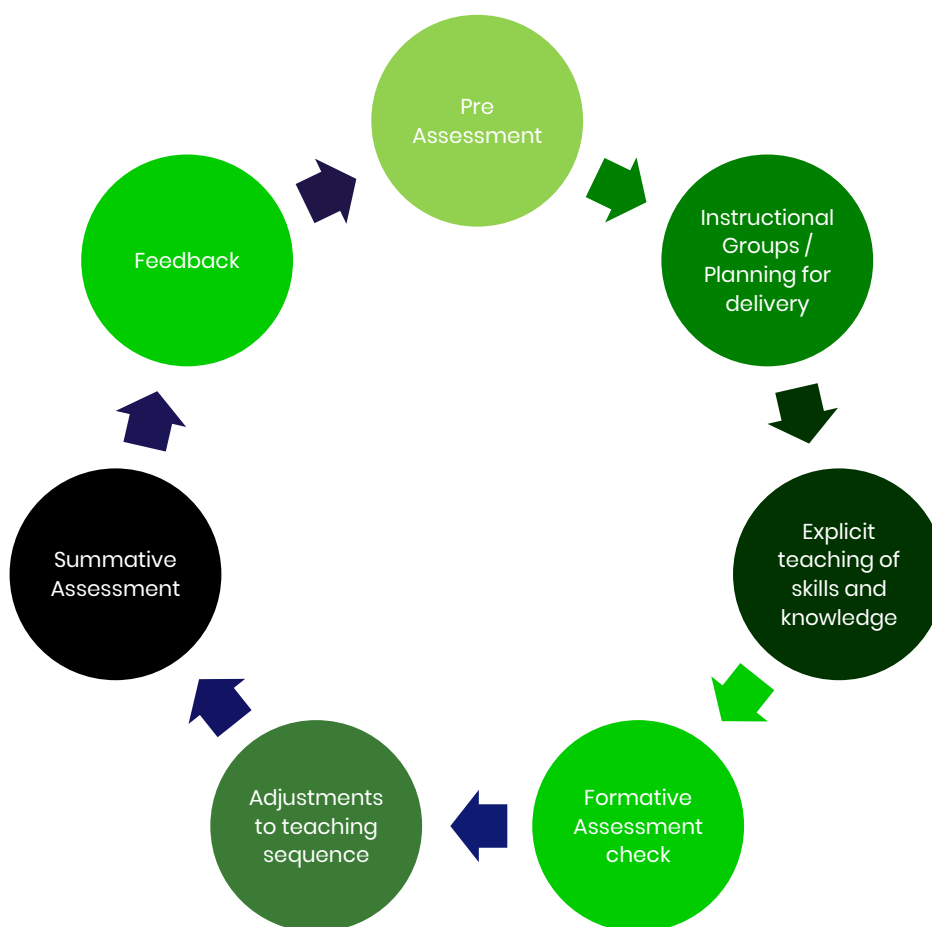
VISION

To provide students at WPSC with a **guaranteed** and **viable curriculum**, delivered through a domain lead curriculum approach to the WIM to ensure **student growth**. Staff will **actively participate** in Professional Learning to **monitor, evaluate, and improve** their pedagogical practices. Staff and students engage in **regular feedback** on **skill development** and parents/careers have learning programs and progress **visible** via Compass. Students experience **differentiated assessment** at their point of readiness and graduate from the college with the 21st century skills, experiences, and values they need to live happy and successful lives.

THE TEACHING AND LEARNING CYCLE

OVERVIEW

The WPSC Curriculum model is broadly divided into stages to support the planning, delivery, adjustments, assessment and feedback to be undertaken.



TEMPLATES AND PLANNING DOCUMENTS

(Hyperlinks accessible by WPSC Staff only)*

Years 7-10

Scope and Sequence	Scope and Sequence Mapping Document.docx
Unit Plan	Unit Plan Document.docx
Rubric	Rubric template 2024
Summative Assessment / CAT	TBC
<i>Worked Examples</i>	Examples

VCE/VM

Scope and Sequence	Scope and Sequence Mapping Document VCE-VM
Unit Plan	Unit Plan VCE-VM
Rubric	Rubric Template - VCE-VM
Summative Assessment / CAT	TBC
<i>Worked Examples</i>	Examples

WPSC PLANNER SAMPLE

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Pre Assessment		Formative Assessment Visible	Formative Assessment			Summative Assessment Visible	CATs		Feedback Week
				Progress Report					Progress Report

SAMPLE VISIBLE LEARNING DOCUMENTATION TO COMMUNITY

Year 7 Teaching and Learning Timeline- Term 4 - 2023											
SUBJECT		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
		2/10 - 6/10	9/10 - 13/10	16/10 - 20/10	23/10 - 27/10	30/10 - 3/11	6/11 - 10/11	13/11 - 17/11	20/11 - 24/11	27/11- 1/12	4/12 - 8/12
ENGLISH	Topic	Script Writing									
	Formative Assessment			Fight Scene Script		Gathering Perspectives from my Peers Task					
	Summative Assessment							Comparing Perspectives Learning Task			
INTERVENTION (LEAP)	Topic	Nim's Island Book Study									
	Formative Assessment				Book work check-in						
	Summative Assessment						Maze/Orf/Nonwords Spelling Learning Task				
MATHS	Topic	Statistics and Probability									
	Formative Assessment				Workbook check-in						
	Summative Assessment						Statistics and Probability Learning Task				
SCIENCE	Topic	Physical Sciences									
	Formative Assessment				Education Perfect Check-in						
	Summative Assessment						'Gravity, a force to be reckoned with' Learning Task				

Year 11 Teaching and Learning Timeline - Term 4 2023

Subject	Week	Unit	Name
11ART	3	2	Artists, Artworks and Audiences
11BIO	5	2	Response to Bioethical Issue
11BUS	3	2	Question & Answer
11ENG	2	2	Reading and Exploring Texts: Rear Window
11FOO	2	2	Written report
11GMA	3	2	Investigation
11HHD	4	2	Health Care in Australia
11LEG	6	2	Rights
11OUT	3	2	Impacts on outdoor environments
11PDT	2	2	Stage 3 Folio
11PDT	5	2	Complete Folio
11PSY	4	2	Poster scientific investigation

VICTORIAN CURRICULUM EXPECTED LEVELS

	Term 1	Term 2	Term 3	Term 4
Year 7	6	6.5	6.5	7
Year 8	7	7.5	7.5	8
Year 9	8	8.5	8.5	9
Year 10	9	9.5	9.5	10

RUBRICS VALUES

	Emerging standard	Approaching standard	At standard	At standard +	Above standard
Year 7 – Term 1	5	5.5	6	6	6.5
Year 7 – Term 2	5.5	6	6.5	6.5	7
Year 7 – Term 3	5.5	6	6.5	6.5	7
Year 7 – Term 4	6	6.5	7	7	7.5
Year 8 – Term 1	6	6.5	7	7	7.5
Year 8 – Term 2	6.5	7	7.5	7.5	8
Year 8 – Term 3	6.5	7	7.5	7.5	8
Year 8 – Term 4	7	7.5	8	8	8.5
Year 9 – Term 1	7	7.5	8	8	8.5
Year 9 – Term 2	7.5	8	8.5	8.5	9
Year 9 – Term 3	7.5	8	8.5	8.5	9
Year 9 – Term 4	8	8.5	9	9	9.5
Year 10 – Term 1	8	8.5	9	9	9.5
Year 10 – Term 2	8.5	9	9.5	9.5	10
Year 10 – Term 3	8.5	9	9.5	9.5	10
Year 10 – Term 4	9	9.5	10	10	10.5

SCOPE AND SEQUENCE DOCUMENT

Year Level ____ - Subject _____ - Scope and Sequence planning from the Achievement Standard – Victorian Curriculum							
Achievement standards (all)							
Term 1		Term 2		Term 3		Term 4	
Topic(s)		Topic(s)		Topic(s)		Topic(s)	
Achievement standard(s)		Achievement standard(s)		Achievement standard(s)		Achievement standard(s)	
VC Content Descriptors		VC Content Descriptors		VC Content Descriptors		VC Content Descriptors	
Formative Title		Formative Title		Formative Title		Formative Title	
Formative Description		Formative Description		Formative Description		Formative Description	
Summative Title		Summative Title		Summative Title		Summative Title	
Summative Description		Summative Description		Summative Description		Summative Description	

- Term-by-term approach to teaching and learning; with the flexibility to merge and splits columns up should staff prefer.
- Complete **Achievement Standards Overview** taken directly from the Victorian Curriculum
- Termly break-up with **topic(s)** covered
- **Achievement Standards** that are assessed in each specific topic covered
- **Content Descriptors** that are taught in each specific topic covered
- **Assessment Information:** Formative Assessment title and description entered, along with the Summative title and description.

UNIT PLAN DOCUMENT

Year level/Subject:

Topic:

Timeline	Achievement Standard and Learning Intention	Learning Activities/Overview	Resources/Assessment
Week 1		1. 2. 3.	
Week 2			
Week 3			
Week 4			
Week 5		Formative Assessment	
Week 6			
Week 7			
Week 8			
Week 9		Summative Assessment	
Week 10		Feedback	

- Week-by-week representing a **timeline approach** to teaching and learning; with the flexibility to merge and splits weeks up should staff prefer.
- Includes **Achievement Standards / Learning Intentions**
- Consist of the non-negotiables of our **assessment schedule** including:
Formative/ Summative assessment & Feedback week
- Resources & Assessment should be uploaded to the appropriate folders on Microsoft Teams & hyperlinked into the Unit Plan document.

RUBRIC DOCUMENT



Year Level _____ Subject _____ VC _____ CAT/Task _____ Term _____

VC Value		DNP	8	8.5	9	9	9.5
Achievement Standard(s)	Micro Skills /Knowledge	Not Submitted	Emerging standard	Approaching standard	At standard	At standard +	Above standard

- Rubric is on a **5-point scale** allowing for 5 exit-points
- Identify the **skills** using the **achievement standards** from the Victorian Curriculum which are also outlined in the Scope and Sequence
- **Progressive** order of performance descriptors increasing in complexity reading left to right on the rubric
- **Content descriptors** from the Victorian Curriculum should be used to form the performance descriptors
- If a student can't meet the lowest performance descriptor on the rubric, or if they're above the highest; they will need an **alternative Learning Task or CAT**

TEACHING AND LEARNING CYCLE OVERVIEW SUMMARY

Pre-Assessment

Prior to the commencement of a teaching unit the exploration of data to inform the ability and gaps in skills and knowledge is expected.

Compass Pulse data sets should be utilised, along with prior teacher judgements, but typically a good place to start a unit is to complete a pre assessment to determine prior knowledge and ability and give you a baseline before you commence the unit.

Pre-Assessments can come in many forms and DO NOT need to be a test. Sometimes the best pre assessments are ones the students complete without 'stress' of being tested for knowledge or understanding – it is interwoven well into the beginning of your learning sequence. Some examples of what a pre assessment could look like are:

- True/false statements
- Entry or exit tickets
- Responses to open ended questions
- Practical demonstration of the skill
- Inquiry activity
- Vocabulary charts/definitions
- Freya Charts
- Graphic organizer
- Class or small group discussions
- Provocations

Emerging research on effective teaching and assessment confirms the value of starting where the students are in their sequence and cycle of learning. Teachers need to be attentive to gaps in knowledge, foundational skills and preconceptions. John Hattie, in his research on [Visible Learning](#) found that informative assessment has an effect size of .9, nearly at the top of his list.

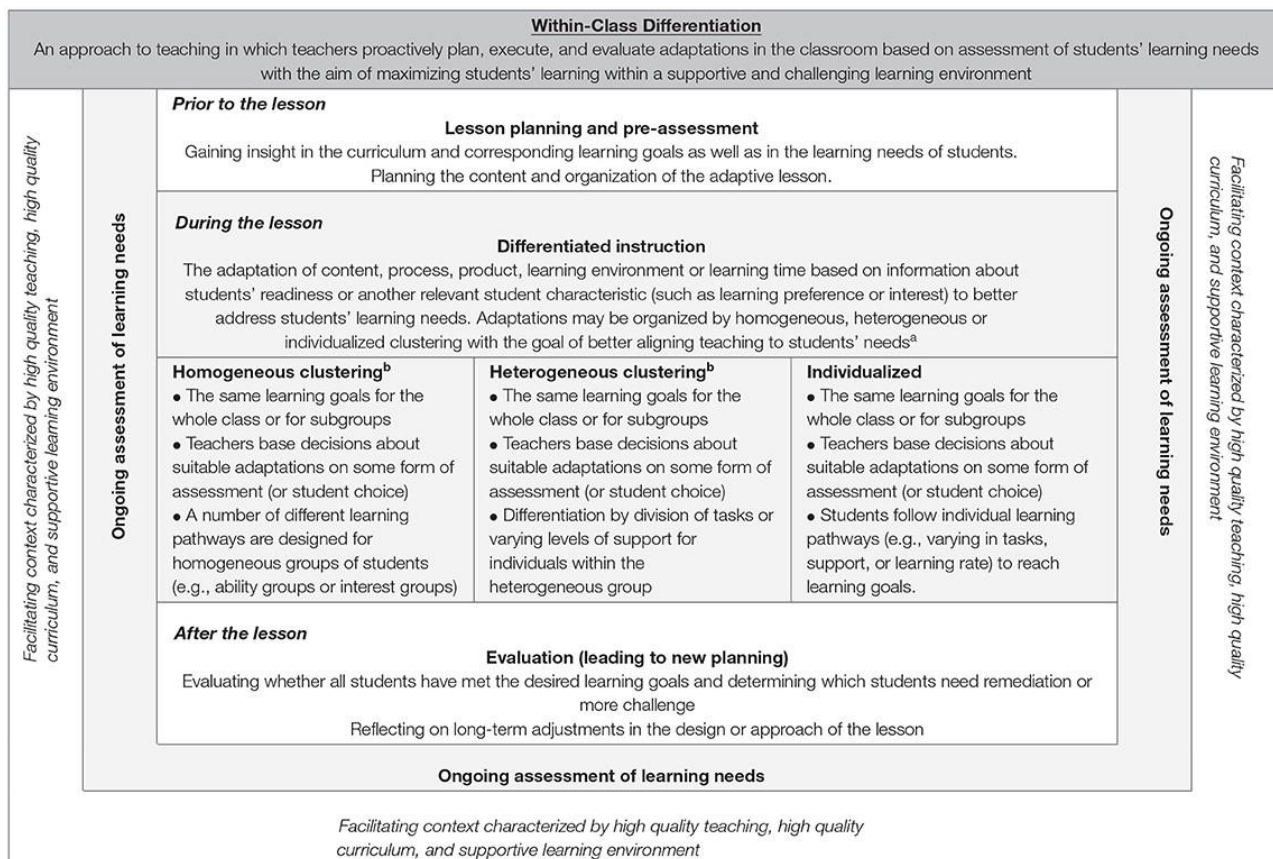
Planning for Delivery

Once you have identified the starting point for each of the students in your class, planning for the sequence of learning with those students in mind is vital.

A good place to start is Instructional Groupings so your targeted and explicit teaching scaffolds can be purposefully built and used. Using a [template](#) to map your student profile is a visible way to ensure you are aware of the learning needs of each student.

Once you have your Instructional Groups set, consider how you are going to adjust the curriculum sequence you currently have (either used previously, or inherited) to engage your students in the new learning, at their point of readiness.

A good place to start is determining how you will differentiate your teaching and what your lesson structures will look like. The objective of differentiated teaching is to extend the knowledge and skills of every student the class, regardless of their starting point. Differentiated teaching provides appropriate challenge for all students in a class. It does so by responding to student differences in readiness, interest and learning profile. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for **content**, **process** (how students make sense of content), and **product** (how students demonstrate what they know and understand). How will you plan to apply targeted interventions and extension as components of differentiation in your classroom?



^aTypically teacher-directed, but ICT applications may also be used to inform or direct the differentiated instruction. ^bOnly settings in which content, process, product, environment, or learning time are purposefully adapted to the learning needs of students within or across groups are included in our model. Merely working together without any planned adaptations does not fit our definition of differentiated instruction.

Explicit Teaching

Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills. When teachers adopt explicit teaching practices, they clearly show students what to do and how to do it. Explicit teaching is prominently highlighted in the Western Port Instructional Model (WIM) in the Instruction phase of the lesson; as a whole-class approach to learning.

This approach to instruction accords with what we know about the human brain (i.e. that learning happens most efficiently when teaching is clear, systematic & does not leave students to construct or discover information without any guidance).

The teacher decides on the learning focus and outcomes for the lesson, and makes them transparent to students, demonstrating them, usually, through modelling or one of the options below. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together.

Best Practice options include:

1. Break down complex skills and knowledge into smaller instructional tasks. Sequence these tasks so that students can learn step by step.
2. Use worked examples to demonstrate what your students need to learn. As students become more proficient, gradually remove scaffolding to allow for more independent problem solving
3. Provide opportunities for students to practise what they have already learned. Students retain knowledge and skills when practice is deliberate and purposeful
4. Organise lessons to keep students focused on the learning objective. Make learning more efficient by reducing memory overload

Formative Assessment: Years 7-10

At WPSC Formative Assessments are used as a 'Check in' to determine if the explicit teaching of the targeted skill(s) is landing with students and if they are on track with their learning growth.

Formative Assessments are visible to students and parents as a Learning Task pushed to Compass. Learning Specialists push these for staff members, so no building is required, however staff are required to:

1. Ensure they have a formative task designed and delivered in the agreed week on the Planner each term.
2. Add the Title of the Task to Compass – e.g. adding **Algebra Activity** to the front of the Formative Assessment Title making “*Algebra Activity Formative Assessment Task*”.
3. Enter a due date into the Learning Task in the week the task becomes visible to parents/students.
4. Attach a copy of the Formative Assessment Task to the Learning Task (if possible/appropriate).
5. Enter results for the assessment as soon as possible – no later than one week after due date.
6. Ensure students receive feedback on their progress.

Formative Assessments can be similarly to pre assessments and are not meant to be arduous. In a fluid teaching and learning cycle it is likely that teachers will conduct a

range of tasks that allow them to summate how the student is progressing – however, only one of these needs to be visible to parents/students.

Outcome Tasks: VCE/VM

Outcome Tasks are core tasks designed to provide evidence of a student's level of understanding ('S') of the key skills and knowledge of the Outcome. They are a type of formative assessment that can be also be used to track student progress.

Outcome Tasks are visible to students and parents as a Learning Task pushed to Compass. VCE/VM teachers are to create their own tasks using the template in Compass:

1. Create task in Compass using the template (see [HERE](#))
2. Enter results for the assessment as soon as possible – no later than one week after due date.
3. Ensure students receive feedback on their progress.

Adjustments

After conducting these formative assessments to 'check in' with learning, teachers will hold a clearer knowledge of the ongoing gaps, misconceptions or strengthened areas students have after the first weeks of the learning sequence. At this point teachers need to ask themselves – what do I do now?

If students have a solid understanding of the skills – great, you can move forward, however, if there are still gaps or misconceptions, these need to be catered for, before the learning sequence can move forward.

This is where differentiated teaching methods are important, as it is likely some of your students will have mastered the skill and be ready to move forward, while some have not.

Ensuring you cater for the needs of each is the juggling you now face. Considering how you structure your lessons, your time in the classroom, what you need to explicitly revisit/teach and what activities students will undertake is crucial.

If you have not been utilising the I Do, We Do, You Do – Gradual Release of Responsibility – here is a good time to consider this method.

Not sure if you have it right? Check in with your Curriculum Coach, a Learning Specialist or a Domain Colleague.

Summative Assessment: Years 7-10

WPSC is moving towards Tiered Common Assessment Tasks to ensure every student can demonstrate their understanding of the skills and content learnt within the learning sequence. Tiered assessment is literally different levels of complexity and understanding within the same task. Some students may not be able to progress past the first tier, while others manage all 3 tiers (or beyond in a different assessment task if there are so extended). Summative tasks are included on the Semester Reports.

Summative Assessment Tasks are also pushed by the Learning Specialists and require no building from staff, other than:

1. Summative Assessment tasks are delivered in the agreed week(s) on the Planner each term.
2. Enter a due date into the Learning Task in the week the task becomes visible to parents/students.
3. Ensure that the following details are correct (as pulled from the Scope and Sequence)
 - a. Title
 - b. Description
 - c. Correct VC Code / VCE/VM Outcome
 - d. Correct Task attached
 - e. Correct Rubric attached
 - f. Correct class/student list
4. Enter results for the assessment as soon as possible – no later than 1-2 weeks after due date (needs to be completed BEFORE Feedback week)
5. Ensure students receive feedback on their progress via their Rubric during Feedback Week

School Assessed Coursework/Tasks (SAC/SAT): VCE/VM

School-assessed Coursework (SAC) is an assessment task that assesses each student's level of achievement for the key skills and knowledge of the outcome (as specified in the Study Design). Every Unit/Outcome has at least one SAC per outcome (some have more – this is prescribed in the Study Design).

School-assessed Tasks (SAT) are set by VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by VCAA. Schools provide a score for

each criterion. Art, Media, Product Design and Technology, Studio Art, Systems Engineering, Visual Communication and Design have SATs.

SAC/SATs are included on the Semester Reports.

SAC/SATs are required to be created by the classroom teacher using the Compass Learning Task template provided. **DO NOT** touch the reporting tab – this will be actioned by the Learning Specialists.

1. Create task in Compass using the template (see [HERE](#))
2. Enter a due date into the Learning Task in the week the task becomes visible to parents/students.
3. Ensure that the following details are correct (as pulled from the Scope and Sequence and Study Design)
 - a. Title
 - b. Description
 - c. Correct Task attached (if applicable)
 - d. Correct Rubric/Performance Descriptors attached
 - e. Correct class/student list
4. Enter results for the assessment as soon as possible – no later than 1-2 weeks after due date (needs to be completed BEFORE Feedback week)
5. Ensure students receive feedback on their progress via their Rubric

Feedback

Feedback week plays an integral part of the learning sequence and is a chance to celebrate the success of learners (and teachers!!) and how far they have come. Within the allocated 'Feedback Week', teachers are expected to allocate time to give individualised and explicit feedback to students about their growth against the Achievement Standards they were explicitly taught and assessed on.

Rubrics and student work should be the basis of this feedback and an integral element, to show students how they went, why their results showed the VC rating you have allocated them and what their next steps are for this skill or content area.

Consider how you will structure your lessons in this week to allow you the ability to talk individually or in small groups with your students. How much time will you give each student? What will the others go on with while you do this.

Unless the student's growth was perfect – some mini exercises on closing some of the still existing gaps is useful and should be considered.

Resources and more information:

[2024 - WPSC Senior School Assessment and Attendance Policy](#)

[5 Weekly Reporting Guidelines](#)

[Semester Reporting Guidelines](#)

REVIEW AND APPROVAL

Policy last reviewed	Term 4, 2024
Next scheduled review date	Term 4, 2028