



Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Box Hill High School on (03) 9877 1177.

PURPOSE

The purpose of this framework is to outline Box Hill High School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

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

Each year Box Hill High School will map out its curriculum offerings.

OVERVIEW

Box Hill High School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Box Hill High School 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.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Box Hill High School is a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways. Our Teaching and Learning programs to ensure an



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inclusive safe community where students and staff are respectful to each other and equip students with the skills to be resilient and passionate life-long learners. BHHS's curriculum is thoroughly planned and sequenced to develop and nurture students who are ethical, think critically and can contribute as global citizens. We use a range of technology in learning contexts to prepare students for life beyond the classroom, and respect and consider student voice in the classroom and wider school community. Fundamentally, BHHS's curriculum focuses on collaboration to set and achieve challenging learning goals, and creating an environment where everyone can flourish.

IMPLEMENTATION

Box Hill High School implements the Victorian Curriculum for Year 7 – 10 students, delivering the knowledge and skills as defined by learning areas and their relevant capabilities. At Year 11 and 12, Box Hill High School offers the Victorian Certificate of Education (VCE) which is completed over two years, meeting Units 1,2,3, and 4 of the relevant study design. This includes a vocational and applied learning pathway within VCE, VCE Vocational Major.

BHHS offers both core and elective subjects from 7 – 10 in English, Mathematics, Science, Humanities, Health & Physical Education, Arts, Technology, and Languages. For an overview of the key learning areas, please view the table on page four.

From Year 8 onwards, students are provided with more individualised choice in their subject selection and pathways. Students are encouraged to take risks in their learning, try new things, and find out more about how they learn best in collaboration with their families and teachers to develop as well-rounded individuals with a holistic education.

At Box Hill High School, class time is structured into a fortnightly timetable, with five hours of learning per day, broken into five 60-minute sessions.

Box Hill High School adopts a weekly Home Group structure to provide students with opportunities for increased connectedness to their teachers and peers. Home Group takes place every Monday between 10:55 am and 11:15 am. The primary role of a Home Group Teacher is to be a pillar of support and guidance for students. This involves academic support and creating a safe and inclusive environment where students feel comfortable and connected. Communication is key, acting as a central liaison between students and the school to ensure everyone is informed and involved. Home Group teachers know their students well and are able to respond to their needs for specific activities or discussions which occur during this scheduled time. For example, study habits in preparation for an upcoming exam period, mindfulness activities related to the needs of the learners beyond the core teaching and learning of curriculum skills and knowledge. Home Group teachers make referrals to relevant Sub School teams regarding matters such as attendance, wellbeing, uniform, and other observations which appear to be patterns or trends within the class.

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

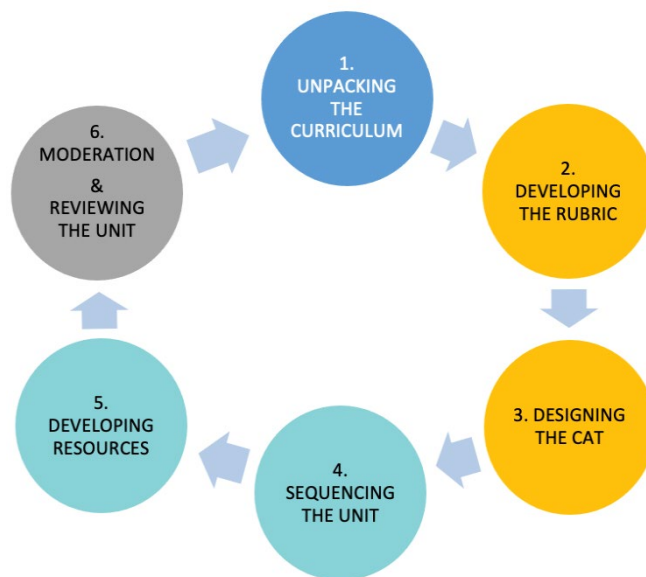


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learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum area, year level and unit curriculum plans.

The BHHS Teaching & Learning Process provides a common understanding for all teachers at BHHS about how we work on teaching and learning. It is used to ensure a consistent and effective approach to developing units of work and assessment thereof, ensuring that teaching and learning across the school is visible and viable.

This process involves six key stages which ensure that the relevant skills and knowledge of each learning area are being met with consideration to the specific achievement standards.



Language provision

Box Hill High School delivers Languages instruction for Chinese (Mandarin) and German. Students in Year 7 experience six months of both languages before making a decision of which to continue their studies in at Year 8. BHHS is proud to deliver full language programs with five hours of instruction per fortnight at Years 7 – 9 and eight hours for Year 10 – 12 students. Offering a character and roman alphabet language as well as student choice in their learning makes languages accessible to all, and extends the literacies of students, building their capacity to communicate, and develop capabilities in intercultural understanding. Chinese is offered in a range of streams which cater for first language and advanced learners, as well as beginners with no prior knowledge. BHHS is a registered PASCH (“Schools: Partners for the Future”) school, meaning it is recognised for its exceptional German program. BHHS is the only school in Victoria, and one of only four schools in Australia to have this status. The program offers unique opportunities to students, including scholarships, and is coordinated by the German Federal Foreign Office.

Learning Areas & Subjects



| | Junior School | | Middle School | | Senior School (VCE) | |
|-----------------------------|---|--|---|--|--|--|
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| English | <ul style="list-style-type: none"> English English as an Additional Language (EAL) Language for Learning | <ul style="list-style-type: none"> English EAL Language for Learning* Events that Changed the World | <ul style="list-style-type: none"> English EAL Language for Learning Literature The Power of Pictures | <ul style="list-style-type: none"> English EAL Literature English Language Support* | <ul style="list-style-type: none"> English English Language Literature Bridging EAL EAL | <ul style="list-style-type: none"> English English Language Literature EAL |
| Mathematics | <ul style="list-style-type: none"> Maths | <ul style="list-style-type: none"> Maths Numeracy for Learning* | <ul style="list-style-type: none"> Maths Numeracy for Learning* | <ul style="list-style-type: none"> Maths Pre-Methods Pre-General Applied Numeracy Advanced Algebra & Mathematical Thinking | <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics | <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics |
| Science | <ul style="list-style-type: none"> Science | <ul style="list-style-type: none"> Science | <ul style="list-style-type: none"> Science | <ul style="list-style-type: none"> Science Psychology Advanced Applied Science | <ul style="list-style-type: none"> Biology Chemistry Physics Psychology | <ul style="list-style-type: none"> Biology Chemistry Physics Psychology |
| Humanities | <ul style="list-style-type: none"> History Geography | <ul style="list-style-type: none"> History Geography Law and Order Moneywise | <ul style="list-style-type: none"> History Geography & Civics Business Start-Up Global Economics & Justice Philosophy & Ethics Strong Women Big Ideas | <ul style="list-style-type: none"> History: Heroes and Villains History: Power and Oppression How To Save The World Creativity & Critical Thinking Commerce: Money & Risk Commerce: Politics & Econ. Power Mythbusters: Archeology & Ancient Myth | <ul style="list-style-type: none"> Accounting Business Management Economics Geography History Legal Studies Politics | <ul style="list-style-type: none"> Accounting Business Management Economics Geography History Legal Studies Politics |
| Health & PE | <ul style="list-style-type: none"> Health & Physical Education (HPE) Sport | <ul style="list-style-type: none"> Health & Physical Education (HPE) Sport | <ul style="list-style-type: none"> Health & Physical Education (HPE) Sport | <ul style="list-style-type: none"> Sports Science Coaching & Leadership Youth Health Issues | <ul style="list-style-type: none"> Health & Human Development Physical Education | <ul style="list-style-type: none"> Health & Human Development Physical Education |
| Arts | <ul style="list-style-type: none"> Art Music | <ul style="list-style-type: none"> Art 3D Art Drama Music Visual Communication Design (VCD) | <ul style="list-style-type: none"> Art 3D Art Drama Music Photography and Media Visual Communication Design (VCD) | <ul style="list-style-type: none"> Architecture & Product Design Art in Action Art in Practice Drama Media Music* Print & Screen Design | <ul style="list-style-type: none"> Drama Media Music Performance Art Making & Exhibiting Visual Communication Design (VCD) | <ul style="list-style-type: none"> Drama Media Music Performance Art Making & Exhibiting Visual Communication Design (VCD) |
| Technology | <ul style="list-style-type: none"> Digital Technology Food Technology | <ul style="list-style-type: none"> Coding Food Technology | <ul style="list-style-type: none"> Design Technology Food Technology Digital Technology | <ul style="list-style-type: none"> Technology | | |
| Languages | <ul style="list-style-type: none"> Chinese German | <ul style="list-style-type: none"> Chinese* Chinese Intermediate* Chinese Background* German* | <ul style="list-style-type: none"> Chinese* Chinese Intermediate* Chinese Background* German* | <ul style="list-style-type: none"> Chinese Second Language* Chinese Second Language Advanced* Chinese First Language* German* | <ul style="list-style-type: none"> Chinese Second Language Chinese Second Language Advanced Chinese First Language German | <ul style="list-style-type: none"> Chinese Second Language Chinese Second Language Advanced Chinese First Language German |
| Vocational Major | | | | | <ul style="list-style-type: none"> Literacy Numeracy Work Related Skills Personal Development Skills | <ul style="list-style-type: none"> Literacy Numeracy Work Related Skills Personal Development Skills |
| Personal Development | | <ul style="list-style-type: none"> RESPECT | <ul style="list-style-type: none"> RESPECT | <ul style="list-style-type: none"> Momentum Program Duke of Edinburgh | | |



The Box Hill Lesson Plan is a tool for staff to use when planning and sequencing a lesson. Teachers use the lesson plan to consider what the goals are of the lesson, and how structuring a lesson may lead to more successful outcomes. This comprises of a beginning (establishing learning intentions and students' point of learning), middle (Composed of some explicit teaching, and time for students to apply their understanding), and end (Reflection on success criteria).

BOX HILL HIGH SCHOOL LESSON STRUCTURE

BEGINNING

This phase of learning is about establishing a student's point of need, capturing engagement and purpose in the lesson, and establishing goals for the lesson.

Lesson Components include:

- Setting Goals
- Accessing Prior Knowledge

HIT Strategies include:

- Setting Goals
- Feedback
- Metacognitive Strategies

Planning considerations:

- Where are the students at?
- What will the students learn?
- Have I shown students a rubric or exemplar work as success criteria?
- What Vic Curriculum knowledge or skill is it connected to?
- What are the key subject specific language that my students will need?
- How can I activate prior knowledge?
- What do my students already know?
- What will capture and engage students?
- Are the concepts challenging enough to generate curiosity?

MIDDLE

This phase of learning is about providing opportunities for students to become active participants and learners in the class. It is composed of not only explicit teaching, but time for students to apply their knowledge and understanding. Centralised teaching can be gradually released so that students have opportunities to apply their knowledge.

Lesson Components include:

- Explicit Teaching
- Applying Knowledge

HIT Strategies include:

- Explicit Teaching
- Worked Examples
- Questioning
- Differentiated Teaching
- Collaborative Learning
- Feedback

Planning considerations:

- What concepts or vocabulary do they need?
- How will I challenge individuals or groups to be extended beyond their current level of knowledge?
- How will I get students to be active notetakers?
- How do I get students to encode the information to Long term memory?
- How does the applying knowledge relate back to the learning intentions?
- Do all students know what to do?
- Have I targeted the tasks to the level of the students- differentiated for groups
- Are there opportunities for student agency?

END

This phase of learning is about activating students as learner resources for one another, and agents of their own learning. Feedback strategies allow students to diagnose where they are at, and how to get to their next point. Connecting learning to goals via facilitating feedback strategies is important here.

Lesson components include:

- Connecting Learning back to Goals

HIT Strategies include:

- Multiple Exposures
- Feedback

Planning considerations:

- Has the success criteria been met?
- Has all students pressed as expected?
- Where to next?

BHHS Lesson Plan



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Each teacher is a member of BHHS Professional Learning Community. Professional Learning Communities are an approach to school improvement in which groups of teachers work collaboratively to improve student outcomes. The purpose of a Professional Learning Community is to ensure all students make growth in their learning, which requires a collaborative and collective effort. Teachers assess their effectiveness based on evidence of student learning and use results to inform and improve professional and respond to students who need intervention or enrichment.

Professional Learning Communities

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At Box Hill High School, we believe that student who have voice and agency strive to be active, independent and motivated learners. Teachers use pedagogical strategies to develop active participation, student independence in learning, and to promote motivation and a growth mindset. Teachers use strategies such as tiered activities, choice boards, peer and self-reflection alongside goal setting and feedback approaches to consolidate student learning. The BHHS pedagogical tool kit for supporting student agency can be viewed [here](#).

Box Hill High School takes a structured literacy approach to the teaching of literacy across all learning areas, including the use of highly explicit and systematic teaching of all important components of literacy. This includes foundational skills, such as decoding and spelling, as well as higher-order literacy skills such as reading comprehension and expression. At BHHS, classroom teachers explicitly teach the language comprehension content and skills which allow their students to comprehend reading material in their class, and to produce appropriate written work. Teachers do this by explicitly teaching the vocabulary, background knowledge and text types of their subject. Teachers understand that students require modelling, multiple exposures, and many opportunities to practise and demonstrate their developing literacy skills.



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Box Hill High School is committed to providing appropriate educational opportunities for our academically gifted students through its specifically designed program known as GAPP (Gifted Academic Potential Program). This program complies with the guidelines that were established for SEAL, the program provides enrichment and extension material involving higher cognitive processes such as generalising, comprehending, dealing with abstractions, and recognising relationships. A greater emphasis is placed on learning methods involving independent learning and wide research is used. Students are encouraged to work more independently.

Assessment

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

Students at Box Hill High School 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 Box Hill High School 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. This allows students the opportunity to demonstrate the skills and knowledge that they acquired throughout the unit of work.*
- *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. To allow teachers to assess students' performance of their skills and knowledge against the standards set out in the Victorian Curriculum or relevant VCE Study Design.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.*
- *Assessment at BHHS provides students and parents with feedback about students' achievement and learning growth including what they can do/know, what the next level of achievement/growth represents and an action or strategy the student should undertake to achieve that next step.*
- *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.*
- *Box Hill High School 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.*



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- *Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.*
- *The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.*
- *Staff will participate in cross marking and moderation of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school. Key reflection and moderation processes provide teachers with feedback about their students' level of performance and growth, as well as evidence to reflect on the unit itself and how it was taught*

Reporting

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

At Box Hill High School, Years 7 to 10 students are assessed against the Victorian Curriculum Achievement Standards through Common Assessment Tasks (CATs). The Victorian Curriculum describes each learning area as a progression of skills that is divided into levels. Students may be assessed against skills from within a particular achievement level or across several achievement levels. Their grade is based on the quality of their performance compared to the expected range of achievement.

A rating of the student's current level compared to the age-expected range and indicates the growth that the student has made since it was last reported. These ratings are assigned based on a holistic judgement of the knowledge and skills demonstrated by the student during the semester through their assessment.

Results for Common Assessment Tasks (CATs) are measured on a worded scale: *Outstanding, Excellent, Very Good, Good, Satisfactory, Below Standard, Unsatisfactory, Did Not Complete, Modified Assessment*.

In interim and semester reports student learner behaviours are reporting on using a frequency scale of: rarely, sometimes, usually, consistently. This describes their work habits, engagement in formative assessment, and classwork.



| | Rarely | Sometimes | Usually | Consistently |
|-------------------------------------|--------|-----------|---------|--------------|
| Active Participation | | | | |
| Effort and participation in class | | | ✓ | |
| Growth Mindset | | | | |
| Acts on feedback | | | ✓ | |
| Self-regulation | | | | |
| Effective use of class time | | | ✓ | |
| Homework and preparedness for class | | ✓ | | |
| Respectful behaviour with others | | | | ✓ |

The EAL curriculum describes a progression of levels of achievement through the levels CL, C1, C2, C3 and C4. Students will begin at different levels depending on their prior learning in both English and their first language. Within a particular level, students will be reported as to whether they are at the beginning of that level, progressing through it, or whether they have achieved the standard.

VCE reports are based on the outcomes of each VCE unit of study and student results in school-based assessments (SACs and SATs). Each VCE unit of study has two or three outcomes that students are assessed against. A student must demonstrate all outcomes to complete the unit and receives an ‘S’ result for satisfactory completion of that outcome, or ‘N’ for not satisfactory.

Families can access student reports through the Box Hill High School Compass Portal.

1. Login to the Box Hill High School Compass Portal.
2. Select the *View Academic Reports* option below your student’s name. This will redirect you to a page showing all interim and semester reports available.
3. Select the name of the report (e.g. 2025 – Semester 1 Interim). The download should then begin automatically. Once finished, you can save or print the report for future reference.

We encourage you to have a conversation with your child about their learner behaviours, encourage where they are going well, and assist them in areas for improvement. If you would like to discuss your child’s reports, please email the classroom teacher directly regarding specific subjects, or reach out to the relevant Year Level Coordinator using Compass.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students’ progress and how they can continue to be supported at home. Interpreting services will be made available where required.



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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

Units and Lessons

- Reviewed each term by subject team members in preparation for and at the end of the teaching and learning cycle.
- This is the responsibility of all teachers in all learning areas and is predominantly conducted through Professional Learning Community meetings, held each Monday and Thursday.

Curriculum Areas & Whole School

- Led by the relevant Assistant Principal per portfolio allocation and the Curriculum Committee. The Curriculum Committee comprises of Domain Leaders of all learning areas and Leading Teachers from the Teaching and Learning branch of the school.
- The work of this team is ongoing, with scheduled meetings 2-3 times per term to support the holistic work of the school. Review of subject offerings occurs yearly and includes extensive curriculum mapping to ensure a wide breadth and depth of learning across all Domains.
- Subject and Domain teams work to implement wider spanning curriculum revisions such as English 2.0, Numeracy Improvement work, or revised Study Designs per VCAA requirements. Audits of these units are undertaken internally as well as formally when requested by VCAA.

Year Levels

- Reviewed at a holistic level by teams led by the relevant Domain Leader for that learning area. E.g., Mathematics 7-10 for scope and sequence.
- Specific Engagement programs such as Momentum (Year 10) are led and reviewed by the relevant Sub-School Heads in collaboration with the Curriculum Committee and Domain Leaders. This occurs on termly and yearly basis.

Review of teaching practice

Box Hill High School reviews teaching practice via:

- 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.



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](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

- This policy should be read alongside:
 - teaching and learning programs for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

VCAA website:

- [Curriculum Planning Resource](#)
- [Examples of Whole-School Curriculum Plans](#)
- [Curriculum Planning - By School page for Templates \(in Excel and Word\)](#)

Other resources on the VCAA website:

- [VCE](#)
- [VCAL](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed every 3 to 4 years.

| | |
|-----------------------------------|----------------|
| Policy last reviewed | June 2024 |
| Approved by | Principal Team |
| Next scheduled review date | October 2026 |