



## F-10 CURRICULUM FRAMEWORK

### PURPOSE

The purpose of this framework is to outline Western English Language 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.

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

### OVERVIEW

Western English Language 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.

Western English Language 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

Western English Language School aims to foster a safe, inclusive and high-expectation learning culture that supports newly arrived and culturally diverse students to successfully transition into mainstream education. The school provides an intensive English language program tailored to the needs of students from a wide range of linguistic, educational and refugee backgrounds, all of whom are learning English as an additional language or dialect (EAL/D). Through a differentiated and student-

centred curriculum, WELS prioritises the development of practical communication skills alongside academic language proficiency, enabling students to access the Victorian Curriculum and participate confidently in future pathways.

WELS empowers students to develop the practical and academic language skills needed in mainstream settings within a safe and supportive environment. Our vision is underpinned by respect, responsibility and kindness, as well as strong community connections. The school works closely with families and support services to address the wellbeing, social and educational needs of students, recognising that many require additional support due to disrupted schooling or settlement experiences. Through this holistic and values-driven approach, WELS promotes resilience, independence and a strong sense of belonging for all learners.

Western English Language School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Western English Language School, our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school, we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

## **IMPLEMENTATION**

Western English Language School implements its curriculum through a structured and intensive English as an Additional Language (EAL) program that supports students to develop listening, speaking, reading and writing skills across all learning areas. Teaching and learning are guided by the Victorian Curriculum F–10 EAL and are delivered through differentiated, student-centred approaches that respond to learners' diverse educational backgrounds and stages of English language development.

The core program focuses on English language acquisition integrated with key curriculum areas, including Mathematics, Science, Humanities and personal and social capabilities. Lessons are designed to build both everyday communication skills and the academic language required for success in mainstream schooling. The school also incorporates explicit teaching of literacy and numeracy.

Specialist areas may include Physical Education, The Arts, and digital learning, which further support language development. The program is complemented by wellbeing and transition supports to ensure students are socially, emotionally and academically prepared for entry into mainstream education.

At Western English Language School, class time is structured into a weekly timetable, with 5 hours of learning per day.

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, year level and unit / lesson curriculum plans.

## **Pedagogy**

The pedagogical approach at Western English Language School is aligned with FISO 2.0 and centres on explicit, evidence-based teaching to support EAL learners. Teaching is guided by the WELS Teaching and Learning Cycle and Backward Design, ensuring that learning intentions, success criteria and assessment are clearly aligned and responsive to students' needs.

Teachers use explicit instruction, modelling and scaffolding to build students' language and content knowledge, with a strong emphasis on Functional Grammar to support understanding of how language works in different contexts. Lessons incorporate guided practice, structured opportunities for student talk and gradual release towards independent learning.

Differentiation and formative assessment are embedded across all programs, enabling teachers to tailor learning to students' English-language proficiency, prior experiences and individual needs. Through this consistent approach, WELS supports students to develop the language, confidence and skills required for successful transition to mainstream education and other settings.

## **Assessment**

Western English Language School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at Western English Language 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 Western English Language 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.*
- *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 will 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.*
- *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.*
- *Western English Language School will develop Individual Education Plans (IEPs) for students supported through Disability Inclusion, Koorie students, students in 'Out of Home' care, and students with interrupted schooling, 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 across the school.*

## **Reporting**

Western English Language School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Western English Language School 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.

At Western English Language School, student achievement and progress are monitored and reported in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. Students receive termly reports that provide clear information about their English language development and progress across relevant curriculum areas, including teacher judgements against the Victorian Curriculum F–10 EAL.

The school values strong partnerships with families and provides regular opportunities for parents and carers to engage in their child's learning. Parent-teacher interviews are held throughout the year, with interpreter support where required, to ensure clear communication about student progress, strengths and next steps. In addition, parents and carers are encouraged to contact teachers or school leaders at any time to discuss their child's report or learning and wellbeing needs. Through these processes, WELS ensures that reporting is meaningful, accessible and supports ongoing student improvement.

The 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, to cater to our school community.

- WELS reports student achievement and progress through EAL-specific reports that reflect each student's individual starting point and pathway in learning English.
- Reports show student progression along the Victorian Curriculum F–10 EAL pathways (e.g. CL–C4 or BL–B3), indicating growth over time in Listening & Speaking, Reading & Viewing, and Writing, rather than comparison to year-level expectations.
- Secondary reports include achievement since entry to WELS, curriculum areas studied, and a developmental scale (Not Yet, Beginning, Developing, Proficient, Achieved) to describe progress in specific learning areas.
- Primary (New Arrivals Program) reports show progress along earlier EAL stages (BL–B3), include an overall judgement of progress (e.g. satisfactory or very good), and provide detailed indicators of skills in Listening & Speaking, Reading & Viewing, Writing, and Social & Study Skills using a continuum (Not Yet to Above Standard).
- Reports include information about attendance, social learning behaviours, and a teacher comment outlining student progress, strengths and next steps.
- Reports are provided termly, and parents/carers are supported to discuss student learning through regular parent-teacher interviews, with opportunities to contact teachers or school leaders as needed.

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.

## **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
<b>Whole school</b>	<p>School Review</p> <p>At Western English Language School, whole-school planning and review are informed through a structured, evidence-based process aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).</p> <p>A range of data sources informs this work, including school-developed assessment tools (e.g. writing assessments, WELS Assessment Tool, ELLA), pre- and post-assessment data, teacher judgement, and student growth data in EAL pathways. Additional data such as Attitudes to School Survey (AToSS), School Staff Survey (SSS), attendance and wellbeing data, and the school’s own wellbeing tracking tools are also used to monitor student outcomes and engagement.</p> <p>Planning and review occur through collaborative processes including PLC meetings, moderation, professional learning, and leadership team analysis, ensuring that data is used to identify student needs, inform teaching, and monitor improvement across the school.</p>	<p>Principal</p> <p>Curriculum Teams</p> <p>Wellbeing Teams</p>	<p>Every 4 years and ongoing</p>
<b>Curriculum Areas</b>	<p>Primary and secondary curriculum teams meet weekly to collaboratively plan, monitor and evaluate teaching and learning. These teams use the same range of data sources, including school-based assessment tools, EAL progression data, pre- and post-assessments, and student work samples, to identify learning needs and inform curriculum planning.</p> <p>Through these regular meetings, teams engage in data analysis, moderation and</p>	<p>Curriculum Teams</p>	<p>Ongoing</p>

	shared planning to ensure consistency of practice, refine teaching approaches and target areas for improvement. This collaborative process supports alignment with whole-school priorities and enables responsive, evidence-based planning to improve student outcomes.		
<b>Units and lessons</b>	Curriculum teams, curriculum leaders and classroom teachers work collaboratively to develop, adapt and refine teaching and learning programs to meet the diverse needs of their learners. Existing units are regularly modified in response to student data and cohort needs. These resources are shared via the school intranet, supporting consistency of practice, collaboration across campuses and ongoing refinement and improvement of curriculum materials.	All teachers	Ongoing

### Review of teaching practice

Western English Language 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:

- whole school curriculum plan
- teaching and learning program for each learning area and capability
- teaching and learning program for each year level
- unit plans/sequence of lessons.

### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	April 2026
Approved by	Principal
Next scheduled review date	April 2029