

courage & work



mentone girls' secondary college

MGSC CURRICULUM FRAMEWORK 2027

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PURPOSE

The purpose of this framework is to outline Mentone Girls' Secondary College 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

Mentone Girls' Secondary College 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.

Mentone Girls' Secondary College 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](#)

Mentone Girls Secondary College aims to equip students with a strong academic and social education while also helping them to develop the skills required to be healthy, flexible thinkers and citizens who contribute positively to the world. [The College Values of Inclusion, Empowerment, Achievement and Creativity](#) underpin our teaching and learning philosophy and interactions as a community.

With a rich history of educating young women to take their place in a globalised world, our dedicated teachers are always seeking to tailor the curriculum to meet the diverse needs, strengths, and aspirations of individual learners while remaining at the forefront of educational theory and practice. We are committed to providing an environment that nurtures the mind, body, and spirit.

Our students travel from over 45 postcodes to attend our College. As the only government girls' school in the south-eastern suburbs, we have an important role to play in the education of young women so that they reach their full potential.

IMPLEMENTATION

Mentone Girls Secondary College is organised into Junior, Middle and Senior sub-schools in which curriculum and pedagogy are driven by the latest research about girls' education with the goal of guiding each student towards their full potential.

The College incorporates the individuality of students through inclusive, differentiated methods and practice of teaching that builds student choice into programs to reflect the varying and growing autonomy of the learners.

The curriculum implements:

- Programs that affirm the role of young women in a changing society through access to role models, explicit learning units, curriculum focus, leadership roles and an affirmative culture.
- Data-informed teaching and learning programs to meet learners at their individual point-of-need in subjects, with identification of each learner's abilities in a range of areas, to deliver differentiated learning in an inclusive environment.
- Regular feedback from staff, peers, and self to guide learning and develop skills for effective attainment of goals.
- Rigorous and engaging curriculum that applies the Victorian Curriculum standards 2.0, the VCE and the MGSC Instructional model for best practice and proven current theories on girls' learning, social and developmental needs.
- A learning environment based on inclusivity, empowerment, creativity and achievement made explicit through the form group program, classroom culture and school structure.
- Extensive programs in music, sport, and arts to foster the development of the whole person.
- Learning in purpose-built environments with authentic learning experiences and specialised technologies.
- Examinations from year 9 to develop study skills and time management.
- Course and careers counselling programs to connect students with the world of work and the range and requirements of careers and pathways.

At Mentone Girls Secondary College, class time is structured into a fortnightly timetable, with 300 minutes of learning per day, broken into 4 x 72 minute learning sessions.

Mentone Girls Secondary College adopts a form group structure to provide students with opportunities for increased connectedness to their teachers and peers. Form group classes are held every morning for 12 minutes.

A summary is included below:

Curriculum Structure 2027

Junior School Year Levels

Year 7

Subject	Sessions	Minutes
Form Assembly		120
English	6	432
Humanities	5	360
Maths	7	504
Science	5	360
Languages	4	288
HPE & Sport	5	360
Art	3	216
Music (across whole year)	2	144
Drama / Textiles Technology (semester subj)	3	216
Total	40	3000

Year 8

Subject	Sessions	Minutes
Form Assembly		120
English	6	432
Humanities	5	360
Maths	7	504
Science	5	360
Languages	4	288
HPE & Sport	5	360
Music	2	144
Drama/Wood	3	216
Art/Food Technology	3	216
Total	40	3,000

Middle School Year Levels

Year 9

Subject	Sessions	Minutes
Form Assembly		120
English	7	504
Maths	7	504
Science	5	360
Humanities	5	360
HPE & Sport	4	288
Elective 1	4	288
Elective 2	4	288
Elective 3	4	288
Total	40	3,000

Year 10

Subject	Sessions	Minutes
Form Assembly		120
English	6	432
Maths	6	432
Science	6	432
HPE & Sport	4	288
Elective 1 / VCE	6	432
Elective 2 / VCE	6	432
Elective 3 / VCE	6	432
Total	40	3,000

Year 10 core English, Maths and Science and all Year 10 electives are allocated 6 Learning Sessions to align with VCE subject blocks. The remaining 4 sessions are allocated to HPE & Sport.

Senior School Year Levels / VCE

VCE

Subject	Sessions	Minutes
English	6	432
Elective 1	6	432
Elective 2	6	432
Elective 3	6	432
Elective 4	6	432
Elective 5	6	432
Study / subject support line	4	288
Total	40	2,880

VCE/VM

Subject	Sessions	Minutes
English / VM Literacy (3 units - including a Unit 3 & 4 sequence)	6	432
Foundation Math (2 units)	6	432
Work Related Skills/Personal Development	6	432
VET Study (180 hours)		
VCE Elective	6	432
Study / subject support line	4	288
Total	28 (plus VET)	2016 (plus VET)

The Enhancement Program

The Enhancement Program is designed to engage girls whose need for an academic challenge is greater than the average. It aims to foster the development of a life-long interest in learning that will extend far beyond the VCE.

The program offers extension studies in English, Mathematics, Humanities, and Science and focuses on the use of rich tasks and inquiry-based learning.

These students have many opportunities to pursue their interests within each unit of study. They explore topics in greater complexity and make meaningful connections between their learning and the world beyond the classroom. They are encouraged to see how their subjects connect to one another rather than viewing them as isolated disciplines.

The Music Program

A formal music education is proven to lead to better academic results, improved confidence and self-esteem, and personal growth and social development. Our College is very proud of its extensive music program.

All Year 7 students undertake a classroom music program for two years.

Instrumental Music

Instrumental Music tuition is offered across the full range of band and orchestral instruments. Students may elect to be placed in an ensemble class for music, where all the students learn an instrument. All instrumental music students participate in one of our high performing ensembles. These groups perform at school events, concerts, assemblies, community events, and local festivals. They regularly participate in competitions and workshops. Instrumental music students from Year 8 to Year 12 also have the opportunity to attend our annual music camp. No prior experience is required and those students with prior learning, will be placed in groups working at a higher level.

Instrumental music is an optional program that has an associated cost.

STEAM & Emerging Technologies

We offer a broad range of STEAM subjects (Science, Technology, Engineering, Arts, and Maths). Science is a compulsory subject in Years 7 to Year 10. There are a range of VCE Class Science classes such as Environmental Science, Physics, Biology, Psychology, and Chemistry.

Arts & Technology

Art, Performing Arts, and Technology are part of the core curriculum in Years 7 and 8. Year 9 students are required to select at least one subject from the arts or technology subject areas.

Year 10 students have a range of Arts & Technology classes to choose from.

Health, Physical Education and Sport

Health and Physical Education is a core subject in Years 7–10. Students at all year levels also have the opportunity to compete in the Beachside Division sport program.

In addition to core Health and Physical Education, students can select from a range of Health and Physical Education electives through the Year 9 and Year 10 elective program

Humanities

Humanities is a core subject at years 7 – 9. In addition to the core program, students can select from a range of Humanities electives in Year 9 and Year 10. In Year 7, students undertake the study of Humanities through the Year 7 ALL Program.

English

English is a core subject at years 7 – 12. In Year 7, students undertake the study of English through the Year 7 ALL Program. See the Handbooks for further information. At Year 9, students can select Advanced English as an elective. At Year 10, the EAL coordinator supports students who are completing English as a Second Language. Literature is an elective in Year 10.

Mathematics

Mathematics is a core subject from Years 7 to 10. At Year 10, there are three streams of Mathematics that will cater for the range of ability that students may have. They are Core Mathematics, Advanced Mathematics, and Essential Maths. The majority of students in year 10 will study Core Mathematics.

VET Studies

Vocational education and training (VET) enables students to gain qualifications for many types of employment and specific skills that will help them in the workplace. VCE VET studies provide students with additional learning opportunities that support later tertiary studies or employment opportunities. Students that undertake VCE VET studies gain a range of workplace and organisational experiences, and skills that will be advantageous in future study and work situations. The range of VET Studies will be printed in the Year 10 and VCE Handbooks.

The Victorian Certificate of Education (VCE)

The VCE is suitable for students who are applying to tertiary studies that require an ATAR. The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work.

The VCE Vocational Major

The VCE VM is a two year vocational and applied learning program, undertaken by Year 11 and Year 12 students. It is designed to equip participants with the essential skills for work, further education (TAFE and/or university) and personal growth. The VCE VM will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.

Summary

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.

Curriculum Delivery and Documentation

The college documentation processes are evaluated yearly and are communicated through the Curriculum Committee to the Domain Leaders. The Director of Curriculum, Pedagogy and Professional Development will work with the SIT Teaching and Learning Team to plan for and deliver PD for staff in this important area. The delivery of curriculum content is undertaken referencing the [MGSC FIDE Instructional Model](#), [HITS](#), [Literacy & Numeracy Strategies](#) and [Differentiation strategies](#).

All teachers will ensure that:

- Curriculum and associated resources are stored on the MGSC Google Drive.
- Lessons are planned in advance and there is engaging work for their students.
- Lesson Outlines are uploaded to Compass each day by 8:30am. This is to assist students with their organisation and preparation for their classes and enable parents to support their children in their learning.
- The [MGSC Unit Outline Template](#) is used to document units.
- The [Staff Connect Page](#) will take staff to all up to date documents.
- Differentiation is evident in all Learning Tasks.
- Literacy and Numeracy Strategies are evident in Learning Tasks.
- Student work is corrected and returned to students within three weeks.
- There is constructive feedback for students on Compass on their Learning Tasks.

Language provision

The college offers two languages. They are Japanese and French. The study of a language is compulsory in Years 7 and 8 and becomes an elective in Year 9. The College has a sister-school relationship with Nakamura High School in Japan. Overseas trips are organised for both French and Japanese language students.

Pedagogy

MGSC Teaching and Learning Framework

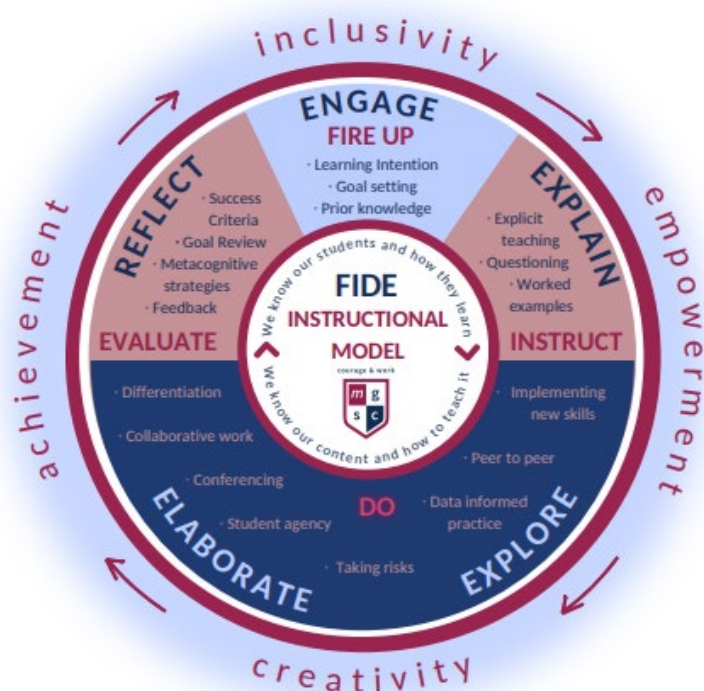


Empowered Learners sit at the core of the MGSC teaching pedagogy. In 2026 the College Community will continue work on the MGSC Teaching and Learning Framework. MGSC Values, MGSC Teaching Model, the MGSC Empowered learner model, the FIDE Instructional Model and Ready to Learn and Respectful Relationships strategies work together to provide a coherent, whole-school approach to teaching and learning. These elements ensure that learning at MGSC is aligned, explicit, and responsive, supporting every student to develop the knowledge, skills and capabilities required for success.

The MGSC Teaching and Learning Framework (and the elements contained within this) are informed by VTLM 2.0, HITs, FISO 2.0, Positive Classroom Management Strategies, AITSL Australian Professional Standards for Teachers and Respectful Relationships.

Instructional Model

The MGSC Instructional Model was collaboratively developed by staff and informed by VTLM, HITs, FISO 2.0 and the AITSL Australian Professional Standards for Teachers. It is used to frame classroom instruction, unit and lesson planning.



Assessment

Mentone Girls' Secondary College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy and [VCE](#) and [VCE/VM](#) guidelines.

Students at Mentone Girls' Secondary College 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 Mentone Girls' Secondary College use a combination of formative assessment and summative assessment, 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 agreed assessment processes and tasks are documented in the Subject Unit Outlines. 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 include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make adjustments to tasks to cater for students with additional learning needs.

Mentone Girls' Secondary College will develop 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.

Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum 2.0 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.

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

Mentone Girls' Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Mentone Girls' Secondary College 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 Mentone Girls' Secondary College students and parents can access feedback on assessments in an ongoing manner on Compass.

Semester reports are in a written format easy for parents/carers to understand and are accessible in digital form on Compass with the option to translate text from English to another language, to cater to our school community.

Mentone Girls' Secondary College will report directly against the Victorian Curriculum F-10 achievement standards or, if reporting on students for whom English is an additional language, the Victorian Curriculum F-10 EAL achievement standards.

Both student achievement and progress will be included in the report.

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 in English, Mathematics and Science (where applicable).

Mentone Girls' Secondary College School will use a learning goals scale for other areas of the curriculum.

Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

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

At MGSC, the school reviews the curriculum offerings on an annual basis in respect to the Victorian Curriculum 2.0 7 - 10. For VCE subjects, the courses are reviewed in response to VCAA advice. The Director of Curriculum, Pedagogy and Professional Development chairs the Curriculum Committee and will table and distribute any changes to the curriculum communicated by VCAA in respect to the Victorian Curriculum F-10, VCE or from the Department of Education.

Curriculum content will be reviewed on an ongoing basis by the teachers in each Domain under the guidance and direction of their Domain Leaders. Changes and modifications to subjects/courses will be provided to the Director of Curriculum, Pedagogy and Professional Development for inclusion in the Year Level Handbooks each year.

Teachers in each Domain work in Professional Learning Communities and/or Collaborative Teams to create, modify or review curriculum. Any new subjects that are suggested for the following year are tabled at a Curriculum meeting. Year Level Handbooks are published in Term 2 of each year and are used to inform students of the content of their core classes and electives across all Domains. This information, in addition to pathways information will enable students to have an understanding of the transition from Years 7-10 into VCE.

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The School Improvement team (SIT) develop AIP goals based on Naplan, PAT, AToSS, VCE, school based data. AIP goals are shared with Curriculum Committee who then create Domain goals linked to the AIP	SIT and Curriculum Committee	Yearly
Curriculum Areas	Curriculum Committee and Domain areas review curriculum based on DET initiatives, and a range of data (Naplan, PAT, AToSS, VCE, school based data including reporting and teacher observations)	Curriculum Committee/Domain leaders/PLC teams	Ongoing
Year levels	Year level Domain teams (PLCs) review curriculum based on DET initiatives, and a range of data (Naplan, PAT, AToSS, VCE, school based data including reporting and teacher observations)	Domain leaders/PLC teams	Ongoing
Units and lessons	PLCs/ Unit outline leaders and allocated staff review and update unit outlines based on DET initiatives, and a range of data (Naplan, PAT, AToSS, VCE, school based data including reporting and teacher observations)	PLC teams/Unit outline leaders/Staff allocated to develop lesson plans	Ongoing

Review of teaching practice

Mentone Girls Secondary College reviews teaching practice via:

- AIP goals linked to the Mentone Girls' Secondary College Strategic Plan 2027–2030
- Domain year level teams (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
- Peer observations
- Student Survey Data
- Student Focus Groups
- Whole Staff Professional Development workshops using a range of data (Naplan, PAT, AToSS, VCE, school-based data including reporting, peer observations, class level survey data and teacher observations)

FURTHER INFORMATION AND RESOURCES

- This policy should be read alongside:
 - Whole school curriculum plan - [Curriculum Handbooks - Mentone Girls' Secondary College](#)
 - Teaching and learning program for each learning area and capability - [Domain Curriculum Links](#)
 - Teaching and learning program for each year level - [Domain Curriculum Links](#)
 - Sequence of lessons [Compass Lesson Plan Templates](#)
- Further information:
 - Assessment Guide - [Assessment and Reporting Guide](#)
 - Reporting Guidelines - [Reporting Guidelines](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2026
Approved by	Linda Brown
Next scheduled review date	2029