

Curriculum Framework Policy

1. POLICY STATEMENT

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broad based and inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a one year overview.

GUIDELINES

- 2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
- 2.2 Our school will comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.
- 2.3 There will be a broad offering of programs to meet the demands of students.
- 2.4 The Department of Education and Training (DET) places a high priority on the teaching of Physical and Sport Education, LOTE and EAL. Our school also places a high priority on the teaching of these learning areas.
- 2.5 School curriculum programs are designed to enhance effective learning.
- 2.6 Preparing young people for the transition from school into further education and careers is a critical element in the senior secondary program.
- 2.7 Teaching and learning programs will be resourced through Program Budgets.

2. PROGRAM

- 3.1 Needs:
 - 3.1.1 Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
 - 3.1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.2 When developing its Curriculum Plan, our school will provide at least 24 hours student instruction per week.
- 3.3 Curriculum Committee:
 - 3.3.1 The Curriculum Committee will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.

Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

- 3.4** Curriculum development, delivery and audit:
 - 3.4.1** The Victorian Curriculum will be the measure of student achievement in accordance with DET policy and guidelines.
 - 3.4.2** Every year our school will do an audit of the Year 7 to 10 curriculum. Faculties will audit their 7-10 curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

To facilitate this implementation, course handbooks, timelines and assessment criteria will be produced that reflect the Victorian Curriculum.
- 3.5** The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.
- 3.6** Information and Communication Technology (ICT)
 - 3.6.1** The use of ICT will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 3.7** In developing its Curriculum Plan, the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 3.8** Faculty Coordinators and Portfolio Leaders will be required to review the policy statement and prepare a comprehensive annual program budget
- 3.9** The Curriculum Committee will meet regularly to track the whole school curriculum. The Leadership Team and Faculty Leaders will review data and identify potential curriculum areas that require focus. Data analysed will include, but not be limited to, NAPLAN, On Track, VCE Data Service and VCE Examination Results Service, On Demand, TORC Testing and teacher judgments based on learning outcomes in the Victorian Curriculum.
- 3.10** Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department of Education and Training (DET), and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Appendix A

Curriculum Plan – Time allocations

Years 7 - 12

The Year 7 -10 curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis. Each period is 48 minutes. The breakdown of the weekly cycle is as follows:

YEAR LEVEL	KLA/SUBJECT/DOMAIN	PERIODS/BLOCKS/TIME
Year 7 & 8	Core Subjects – English/EAL Humanities Maths Science	4 periods per week 4 periods per week 5 periods per week 3 periods per week
	Literacy LOTE- Vietnamese (Optional) PE/Health/Sport Music	2-4 periods per week 2 periods per week (instead of Literacy) 4 periods per week 2 periods per week
	Drama/Art Craft (2 per semester) (Art, Home Economics, Ceramics, Textiles, Woodwork, Graphics)	2 period per subject per week
Year 9 & 10	Core Subjects – English/EAL Humanities Maths Science	5 periods per week 4 periods per week 5 periods per week 4 periods per week
	3 Specialist Subject electives:	4 periods per subject per week
	There is the possibility for Year 10 students to complete a Year 11 subject depending on timetabling constraints, number of Year 11 students and ability.	5 periods per subject per week
Year 11	6 subjects based on student choice and achievement. There is the possibility for Year 11 students to complete a Year 12 subject depending on timetabling constraints, number of Year 12 students and ability.	5 periods per subject per week
Year 12	5 subjects based on student choice and achievement.	5 periods per subject per week