

# GREATER SHEPPARTON SECONDARY COLLEGE

## CURRICULUM FRAMEWORK POLICY

Approval Date:	June 2021	Approved by:	School Leadership
Review Cycle:	Three (3) years	Next Review Date:	June 2024
Responsible for Review:	School Leadership	Initial Endorsement Date:	June 2019

### RATIONALE

- 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 have high aspirations and strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.
- Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan – Scope and Sequence

### GUIDELINES/IMPLEMENTATION

1. Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
2. Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
3. There will be a broad offering of programs to meet the demands of students. The VicCurriculum will be implemented from Years 7 to 10 at our school.
4. School curriculum programs are designed to enhance effective learning.
5. Preparing young people for the transition from school into further education and careers is a critical element in senior secondary program.
6. Teaching and learning programs will be resourced through Program Budgets.

### PROGRAM OVERVIEW

#### Year 7 and 8

Students in Years 7 and 8 study English, Mathematics, Science, Humanities, Language, and Physical Education/Health for the whole year. Students study a semester each across a two-year program of Visual Arts, Performance Arts, Music, Media/Photography, Product Design and Technology, Food Studies, Digital Technologies and Textiles.

#### Year 9

Students in Year 9 study a program focused on building self-development and work readiness, through an inquiry and hands-on learning approach. Students will study core classes of English, Mathematics and Science all year, with the other VicCurriculum Learning Areas covered through integrated electives.

## **Year 10**

Year 10 students will be offered a careers and pathways focused education with increasing student voice and agency. All students will study English and Mathematics, and choose electives from the other curriculum areas. Year 10, 11 and 12 units are blocked together to ensure maximum learning opportunities for students. This enables Year 10 students the opportunity to fast track VCE subjects.

## **Victorian Certificate of Education (VCE)**

The Victorian Certificate of Education is a two-year program. By the time students have reached the senior school, most students are starting to specialise into subjects that interest them. There are over 50 VCE and VET subjects offered.

## **Victorian Certificate of Applied Learning (VCAL)**

VCAL is a qualification that sits alongside the VCE and is based on applied learning for students who wish to gain qualifications at year 11 and Year 12, and are seeking a future pathway outside of University. Students complete units in Literacy, Numeracy, Work Related Skills, and Personal Development Skills. Students are also encouraged to complete a VET subject through a Registered Training Organisation concurrently with this course.

## **PROGRAM**

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, high achievers, students from language backgrounds other than English and our indigenous students.
2. Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
3. Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
4. 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.
5. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
6. The VicCurriculum will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines. The VCAA guidelines will be followed in relation to VCE, VET and VCAL. To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the VicCurriculum and VCAA study and course outlines.
7. The DET requirements related to the teaching of Literacy and Numeracy will continue to be implemented.
8. The cross-curriculum priorities of First Nations, Sustainability and Asia will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
9. Our school follows an explicit instructional model of best practice which is incorporated into all our curriculum documentation. It is:
  - a) The teacher will welcome the students to the class
  - b) The teacher will clearly display and verbalise the learning intention and success criteria in each class the learning intention.

- c) The teacher will explicitly teach vocabulary specific to their subject/unit/topic.
  - d) The teacher will use a hook/tuning in e.g. visuals, props or something related to students' interests to draw students into the subject/unit/topic.
  - e) The teacher will use students' prior knowledge (Getting Knowledge Ready) when beginning a unit, topic, or a lesson where applicable. The teacher will use questioning techniques to draw out class, group or individual knowledge.
  - f) The teacher will use a mini-lesson (explicit) to explicitly model and demonstrate the key learning.
  - g) The teacher will provide students with time to apply and practise and inquire deeply into the skills and knowledge being taught in the lesson.
  - h) Review - At the end of the lesson the teacher should refer back to the learning intention and success criteria and have students reflect on what they have learnt.
10. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
  11. Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to school Business Manager.
  12. The Curriculum Committee and Leadership Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, PAT, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school-based testing, teacher judgments based on learning outcomes in VicCurriculum.
  13. Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority (VRQA) and on the school website.

## REFERENCES/LINKS

- <http://www.education.vic.gov.au/school/teachers/support/pages/curriculum.aspx>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>
- <http://curriculumplanning.vcaa.vic.edu.au>
- <http://www.vcaa.vic.edu.au/vce/>
- <http://www.vcaa.vic.edu.au/vcal/index.html>