



## 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, 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 (see Appendix A).

### 2. GUIDELINES

- 2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A, B & C).
- 2.2 Our school will comply with all 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. The Victorian Curriculum will be implemented from Years 7 to 10, Senior Years (10-12) subjects will be offered according to the VCAA guidelines at our school.
- 2.4 School curriculum programs are designed to enhance effective learning.
- 2.5 Preparing young people for the transition from school into further education and careers is a critical element in senior secondary program.
- 2.6 Teaching and learning programs will be resourced through Program Budgets.

### **3. PROGRAM & DELIVERY**

- 3.1 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.2 Our school when developing its Curriculum Plan will provide at least 24 hours student instruction per week.
- 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.
- 3.4.1 The Victoria Curriculum will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines.
- 3.4.2 The VCAA will be used as the framework for the curriculum provision and delivery at years 10-12.
- 3.5 The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 3.6 In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 3.7 Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

### **4. TEACHING PRACTICE**

Greensborough College's Instructional Model is an agreed approach to pedagogy and practice at the College and was implemented across the school from the beginning of 2017. All staff are expected to follow the teaching model and explicitly reference it during their lessons. Along with the explanation below, each classroom contains magnets that we encourage staff to use as a way to demonstrate to students and the wider school community their engagement with the pedagogical model.

Powerful student learning occurs within schools which prioritise high expectations and authentic relationships, emphasise inquiry-focused teaching, and adopt consistent teaching and learning protocols. This Instructional model provides for these whole-school actions, and for individual staff to apply the school's core teaching protocols in their classrooms.

This Instructional Model is an evidence-based approach, designed to improve student outcomes and allow for powerful learning to occur.

This Instructional Model was developed in consultation with classroom teachers and teacher-leaders at Greensborough College. It is informed by relevant research principles and the specific experience of the College community. It is designed to cater for the needs and levels of students at Greensborough College, as determined by data collected through College and independent assessments.

- 4.1 The teaching practices of staff are reviewed annually as part of the performance and development process (PDP).

## **5. ANALYSING and REPORTING STUDENT ACHIEVEMENT**

- 5.1 The Leadership Team and Student Improvement 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, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school based testing, teacher judgments based on learning outcomes in AC and Victorian Curriculum.
- 5.2 Staff use the students achievement analysis tools of PIVOT Surveys and Compass. Staff are provided with the above data for their classes and undertake specific professional learning on how to analyse the information and design their teaching program to accommodate the needs of their students. Knowledge and use of this data is required to be applied in teacher performance and development plans.
- 5.3 Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.
- 5.4 Our school provides ongoing assessment, monitoring and recording of each student's performance (7-12) and provides each student and parent with access to accurate information about the student's performance through the Compass portal. This information includes Term 1 and Term 3 Interim Reports and two written Semester Reports to parents per year.

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – Time allocation year level 7-8 Victorian Curriculum
- Appendix B: Curriculum Plan – Time allocation year level 9-10 Victorian Curriculum
- Appendix C: Curriculum Plan – Time allocation year level 11-12 Victorian Curriculum

## **6. EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This Policy will be reviewed according to the school's review cycle.

## Appendix B

# Curriculum Plan – Time allocation per year level and learning area

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### Years 7-8

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a 1 week cycle.

Each period is 50 minutes. The breakdown is as follows:

\*Includes the Victorian Curriculum Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains

	YEAR 7			Year 8		
	Periods per week	Minutes per week		Periods per week	Minutes per	
English*	5	250		5	250	
Maths*	5	250		5	250	
Science*	3	150		3	150	
Hums*	3	150		3	150	
LOTE	3	150		3	150	
PE	2	100		2	100	
Art	2	100		2	100	
Technology	2	100		2	100	
Music *	2	100		2	100	
Drama	2	100		2	100	
AD0	2	100		2	100	
	29	1450		29		

## Appendix B

# Curriculum Plan – Time allocation per year level and learning area

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### Years 9-10

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a 1 week cycle.

Each period is 50 minutes. The breakdown is as follows:

	YEAR 9		Year 10	
	Periods per week	Minutes per week	Periods Per week	Minutes per week
English* (all year)	5	250	5	250
Maths* (all year)	5	250	5	250
Science* (all year)	4	200	5	250
Hums*(all year)	4	200	5	250
LOTE(all year)	4	200	5	250
PE/Health (Semester)	4	200	5	250
Art/Performing Arts (Semester)	4	200	5	250
Technology (Semester)	4	200	5	250
	34	1700	40	2000

Year 9 and 10 students complete core subjects across the year and a range of electives from three key domains. The average lessons per week will be different for students based on their elective choices.

## Appendix C

# Curriculum Plan – Time allocation per year level and learning area

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### Years 11-12

The curriculum is based on the VCAA standards. The timetable is structured on a 1 week cycle.

Each period is 50 minutes. An example of a VCE/VCAL Timetable is below:

ENGLISH 1	PSYCHOLOGY 1	HEALTH 1 or CHEMISTRY 1	MATHS METHODS 1	BIOLOGY 1	GENERAL MATHS 1
ENGLISH 2	PSYCHOLOGY 2	HEALTH 2 or CHEMISTRY 2	MATHS METHODS 2	BIOLOGY 2	GENERAL MATHS 2
ENGLISH 3	PSYCHOLOGY 3	HEALTH 3 or CHEMISTRY 3	MATHS METHODS 3	BIOLOGY 3	
ENGLISH 4	PSYCHOLOGY 4	HEALTH 4 or CHEMISTRY 4	MATHS METHODS 4	BIOLOGY 4	

Students completing in year 11 complete 6 subjects over the year and students in year 12 complete 5 subjects. The above blocking grid is an example of a students VCE program.

### VCAL

Year 11	Intermediate Literacy	Intermediate Numeracy	VET Subject	Intermediate PDS 1	Intermediate WRS 1
				Intermediate PDS 2	Intermediate WRS 2
				Sport	Sport
Year 12	Senior Literacy	Senior Literacy	VET Subject	Senior PDS 1	Senior WRS 1
				Senior PDS 2	Senior WRS 2
				Cert II Hospitality	Cert II Hospitality

Students completing year 11 and 12 VCAL also complete a work placement as part of their requirements.