



# OuyenP12 College

## 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.

OuyenP-12 School will meet the minimum standard with:

- A whole school curriculum map which can also show time allocation (Appendix A)
- An explanation of how and when curriculum and teaching practice will be reviewed
- An outline of how the school will deliver its curriculum is found in the OuyenP12 Scope and Sequence documents.
- A time allocation per each of the ten learning areas
- A documented strategy to improve student learning outcomes

### 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 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 Foundation to 10 at our school.
- 2.4** The 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 senior secondary program.

**2.7** Teaching and learning programs will be resourced through Program Budgets.

## **2. PROGRAM**

**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** Our school when developing its Curriculum Plan will provide at least 25 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 Victorian Curriculum will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines.

To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas 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.

**3.6.1** The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

**3.6.2** Middle Years of schooling approaches will continue to be developed and implemented.

**3.7** In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

**3.8** Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

**3.9** The school will implement the Framework for Improving Student Outcomes (FISO), a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

### **Student Wellbeing and Learning**

OUYEN P12 COLLEGE will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences;
- providing a flexible, relevant, inclusive and appropriate curriculum; and
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

### **Students with Disabilities**

The Department of Education and Training and OUYEN P12 COLLEGE is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. OUYEN P12 COLLEGE will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

### **Koorie Education**

Ouyen P12 College is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum

- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

### **Curriculum and Teaching Practice Review**

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

### **STUDENT LEARNING OUTCOMES**

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used. Data plays a key part in the ongoing school improvement process.

#### **Data collection**

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmark Assessment, Fountas and Pinnell Assessment(Trial), Essential Assessment(Trial), PAT)

The School Leadership team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

#### **Data analysis**

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level. The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning. The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

### **Data and Achievement**

Reporting Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning and areas for future learning. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement.

For community: 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.

### **3. LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>
- <http://www.vcaa.vic.edu.au/vce/>
- <http://www.vcaa.vic.edu.au/vcal/index.html>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

### **4. EVALUATION**

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

#### **Appendix A**

##### **Curriculum Plan – including time allocations**

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**Years 7 - 10**

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle over a year is as follows:

**Years 7 -10**

<b>Year 7 - 10</b>	
<b>Domain</b>	<b>Minutes per week</b>
English	300
Mathematics	240
Science	240
Humanities (History/Geography)	240
PE/ Health	180
Art/ Visual Communication	60 - 240
Sport	120
Design/Technology	180 - 240
Home Room	50
<b>TOTAL</b>	<b>1550 per week</b>

**F – 6**

<b>Year F – 6</b>	
<b>Domain</b>	<b>Minutes per week</b>
Literacy	600
Numeracy	300
Science	60
Music	60
Inquiry	135
PE/ Health	60
Art	60
Sport (Elective)	50
The Arts (performance)	100
SOSE	
Home Room	75
<b>TOTAL</b>	<b>1550 per week</b>