



SCHOOL CURRICULUM FRAMEWORK 2019

PURPOSE

The purpose of this policy is to ensure all people in the school community understand

1. Our commitment to develop engaging and relevant curriculum for our students
2. Their responsibilities in relation to curriculum review, documentation, development and implementation
3. School structures in relation to the above
4. School obligations in relations to various the curriculum frameworks used by the school
5. Our commitment to supporting student achievement and preparing them for life beyond school
6. Our commitment to educating the whole person and developing socially inclusive curriculum which embodies and reflects the aspirations of our parents and students
7. Our obligation to develop effective innovative and dynamic curriculum that responds to students needs and is underpinned by current educational research
8. The role of curriculum in developing critical and creative learners who can thrive in the 21st century workplace.

SCOPE

This policy applies to all curriculum developed and implemented within the school including the many extra-curricular activities undertaken by the school.

CONTENT

1. School Context
2. Frameworks
3. Curriculum documentation
4. VCE
5. Timetabling
6. Curriculum Development
7. Curriculum Review
8. School Curriculum Structures
9. Staff Duties

SCHOOL CURRICULUM CONTEXT

Thomastown contains a culturally and linguistic diverse student community and as such the nature of the school's curriculum needs to address the particular issues posed by these characteristics.

FRAMEWORKS (REQUIREMENT)

The school implements the Victorian F10 curriculum framework for years 7 to 10 and the Victorian Certificate of Education including Vocational Education and Training (VET) at years Eleven and Twelve.

The school implements the F10 framework by teaching the major disciplines in stand-alone subjects and integrating the capabilities, digital technologies and design technologies across these disciplines. The school maintains a curriculum map, describing how this is done and an overview of this is provided in Appendix B.

The school implements VCE and VET by offering as many VCE subjects as the school's resources allow. Where small numbers of students wish to pursue a VCE study not offered by the school this is arranged either through distance education or in rare cases with partnerships with other schools.

The school recognizes many students wish to pursue vocational education. Consequently, the school appoints a VET coordinator and provides financial support and special timetabling arrangements to allow students to pursue these careers.

CURRICULUM DOCUMENTATION (REQUIREMENT)

The school expects all staff to produce and maintain quality curriculum documentation. All teachers prepare 10 week plans for all subjects they teach, set out according to the schools 10week plan template and approved variations. Teachers are expected to implement these plans in their classrooms. Ten week plans should incorporate the school's pedagogical model which includes the Departments High Impact Teaching Strategies, other methods dictated by the school's strategic plan and Annual Implementation plan. Ten week plans are based on and should address the key skills and knowledge as set out in the relevant curriculum framework.

Faculties leaders regularly review and update course design in response to the changing needs of the certifying authorities (VCAA), school strategic needs and student needs. This curriculum is reviewed in faculties on an annual basis.

Faculties maintain curriculum maps which illustrate how the curriculum addresses National Standards in their domains.

The Learning Achievement committee maintains a whole school curriculum map illustrating how National Standards are addressed across the whole school.

Faculties and the Learning achievement committee periodically review the ten week planning structure in the light of changing school, state and student priorities.

VCE (REQUIREMENT)

Teachers are required to teach to the respective VCAA study designs in their domains and secondly to subscribe to the VCAA bulletin and modify their courses in response to changes in course design initiated by VCAA.

The VCE unit Leader is required to advise all VCE teachers of major changes affecting the studies they are teaching and VCAA assessment, examination authentication and other policies as these changes occur.

The school leadership team and VCE unit leader regularly review VCE provision to ensure we address the aspirations of our students and that students are performing to the best of their ability. The

administration ensures all VCE teachers have the appropriate expertise to effectively deliver the VCE curriculum they are responsible for.

TIMETABLING (REQUIREMENT)

The college strives with the resources at its disposal to ensure the aims of the curriculum policy are met. This encapsulates offering a viable F10 curriculum at years 7-10 and a selection of VCE subjects that address the career aspirations and needs of our students. (Done by ballot) The school also allocates where possible resources to programs to address the particular needs of our students. Examples would include language programs from year 7 to 12, career education and various middle school programs. A detailed breakdown of generic hours is shown in appendix A

CURRICULUM DEVELOPMENT

The school recognises both school, student and community needs are changing and therefore there is a constant need to both develop new curriculum and update old curriculum. The school also recognizes the rapid advances that are currently being made in our understanding of how people learn which exceed those research findings embodied in Departmental directives. The school therefore regularly develops new programs to accommodate these changing demands and understandings. In this way the school encourages innovation and reflection on the efficacy of current teaching practice.

Current Examples would include City Link program, Introduction to VCE and new STEM electives at year nine.

Curriculum development is coordinated by the Learning Achievement committee and controlled by the leadership team. New curriculum where possible should meet compliance demands from certifying authorities, embed the school's pedagogical model and implement the school's strategic plan where applicable. In some cases, however the school encourages the development of curriculum outside of these bounds to expand our understanding of effective teaching practice and meet other curriculum criteria such as social inclusion, community concerns, 21st century skills and in particular effectively teach some of the F10 capabilities.

The school regularly offers new VCE subjects in response to student demand. In these cases, the school's leadership team provides the appropriate provision of professional development, staffing and compliance with the respective study designs, to ensure our students have every chance of success.

CURRICULUM REVIEW (REQUIREMENT)

Changing demands from certifying authorities, the local community and students mean there is a constant need to review the adequacy of provision and the effective of curriculum implementation.

F10

The learning Achievement committee and the leadership team regularly review provision to ensure it complies with demands of VCAA. They also review student performance and determine strategies and methods by which it can be improved. The school leadership team incorporates feedback from staff in formulating school curriculum policies.

Faculty co-ordinator's and teachers review provision and practice to ensure practice addresses the needs of students and secondly that students are improving their academic performance at an acceptable rate. They inform school leaders of their concerns. These in turn inform policy development, strategic plans and Annual Implementation plans at the school.

VCE

The VCE unit leaders and school administration annually reviews VCE provision and student performance. After consultation with staff and students VCE policy and provision is modified to accommodate the interests of students, staff and certifying authorities.

SCHOOL STRUCTURES

The school allocates time and budgets to various bodies in the school for the purpose of implementing, reviewing and modifying curriculum. These bodies also provide formal consultation channels for staff to shape school curriculum policy.

The school leadership team sets the broad directions for curriculum development based on the schools strategic and annual implementation plans and other critical issues which may arise from year to year.

The Learning achievement committee is composed of faculty leaders from all the domains taught at the school. They help shape school policy and are responsible for the implementation of these policies.

Teachers in faculties carry out the work under the guidance of faculty coordinators. Coordinators ensure development and implementation of curriculum occurs according to the policies of the school. Staff concerns over policy are forwarded through this mechanism and minutes to the school's leadership team and learning achievement committee.

STAFF DUTIES

Implementation of the school curriculum policy imposes some duties on all teachers.

1. Teachers are required to attend their faculty meetings
2. Teachers are required to support the units in their area in curriculum implementation and review
3. Teachers are required to submit ten week plans which describe their actual teaching practice and meet the requirements of ten week plans set out above.
4. Teachers are required to maintain a current professional knowledge base in their areas of teaching.
5. Teachers are required to modify their practice in accordance with the requirements of this policy and school strategic initiatives.
6. Faculty leaders must ensure faculty provision complies with certifying demands and the other conditions set out in this policy.

Appendix A

Year 7/8		Year 9/10	
Domain	Minutes per week	Domain	Minutes per week
English	300	English	240
Mathematics	240	Mathematics	240
Science	120	Science	120
The Humanities (History/Geography)	120	The Humanities (History/Geography)	120
Languages	120	Languages	120
Health & Physical Education	120	Health & Physical Education	120
Art	120	Art	60
Sport (Elective)	60	Sport (Elective)	60
Design/Technology (Elective)	2 per term @ 60 minutes per week	Design/Technology/Vis Com	2 per term @ 60 minutes per week
Visual Communication/ Music (Elective)		Industry and Enterprise Unit 1	120
Home Group	240	Home Group	240
TOTAL	1500 per week	TOTAL	1500 per week

Appendix B

Subject	Domain	Capabilities	Other
Home Groups	Personal Learning	Intercultural	
Maths	Mathematics	Critical and Creative Thinking	
English	English	Ethics Intercultural	
Science	Science	Critical and Creative Thinking	
Humanities	History / Geography		
Arts	Visual Arts	All Capabilities	
Health PE	Health Physical Education		
Languages	Languages		
Food Studies	Design Technology		
Mid Special Subjects			
Industry Enterprise	Career	Personal and Social Learning	
Introductory VCE (Three Week Courses) Intensives	Most Domains		
Year 9 Stem		Critical and Creative Thinking	Digital Technologies