

Tallangatta Secondary College Policy Manual	CURRICULUM FRAMEWORK POLICY	School Council Meeting: March 2018
Information: Manager: Principal	Related Policies: Teaching and Learning Policy Student Learning Outcomes Policy Philosophy Statement	Reviewed: Every four years

1. OVERVIEW

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.

Tallangatta Secondary College 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 culturally inclusive curricula.

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

Tallangatta Secondary College will meet the minimum standard with:

- **A whole school curriculum overview** (Appendix 1)
- **A time allocation per each of the eight learning areas** (Appendix 2)
- **An explanation of how and when curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)

2. CURRICULUM GUIDELINES

Tallangatta Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Tallangatta Secondary College will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, designed to enhance effective learning for the 21st century.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

Tallangatta Secondary College 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.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving 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.

The [Victorian Certificate of Education](#) (VCE) and the [Victorian Certificate of Applied Learning](#) (VCAL) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.

Tallangatta Secondary College will ensure compliance and quality assurance requirements to AQTF Standards in delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs. Tallangatta Secondary College 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.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

3.2 Program Implementation

The school's Curriculum Committee will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate curriculum planning and implementation, scope and sequence documents, backward design maps, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

Curriculum leaders will be required to prepare a comprehensive annual program budget and submit these to the Business Manager.

3.3 Student Wellbeing and Learning

Tallangatta Secondary 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:

- 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
- accommodating student developmental needs within the Victorian stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Tallangatta Secondary 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.

Tallangatta Secondary College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koorie Education

Tallangatta Secondary College is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie Education Support Officer and the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- 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.

3.4 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-one meetings to support staff to continually improve their method and practice of teaching. The school will continue to build capacity through Triads following our agreed instructional model (Effective Teaching Techniques) and High Impact Teaching Strategies (HITS). Time for teachers to work collegiately will be facilitated through (Professional Learning Teams (PLT) / Professional Learning Communities (PLC) and being actively engaged in "Team Tuesday".

4. RELATED LINKS

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Framework for Improving Student Outcomes](#)
- [Assessment](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

5. EVALUATION

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

Appendix 1

Whole school curriculum overview

	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	Year 12	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1 & 2	Semester 1 & 2	
Core Curriculum	REAL Homegroup										
	Core Transition Curriculum	Level One Access to all areas of the Victorian Curriculum provided (See detailed Curriculum Map)									
					Level Two Access to all areas of the Victorian Curriculum provided (See detailed Curriculum Map)						
						Level 3 Access to units linked to VCE studies					
									VCE Units 1 & 2		
										VCE Units 3 & 4	
Individualised pathways	VCAL program										
	Individualised Maths pathways										
				Level 2 Advancement by recommendation							
		Practical Project-Based Learning									
					CFA Advance						
					Level 3 Advancement by recommendation						
						Extended investigation		Extended investigation			
						Peer Support					
								Yr 10 Program			
								Sport Leaders			
							VCE units 1& 2 advancement				
									VCE units 3 & 4 advancement		
										University enrichment	
						VET Units & TAFE certificates					
						School based apprenticeships					

Appendix 2

Time allocations per Learning Area and Senior Secondary

The curriculum, F – Year 10 is based on the Victorian Curriculum.
 The timetable is structured on a weekly basis.
 Timetable is based on 5 blocks where each block occurs 4 times a week.
 Each day has 4 periods.
 Each period is 65 minutes.
 The breakdown of the weekly cycle is as follows:

Year 7 – S1	
Learning Areas	Minutes per week
English / Humanities (S)	260
Mathematics (S)	260
PE/ Health / Sport (S)	260
Science (T1)	260
Arts (T1) (Drama, Music, Visual Art and Media)	260
Technology (T2) (Wood, Metal, Food and Digital)	260
Inquiry (T2)	260
TOTAL	1300

Year 7 Semester 1 has a core curriculum common for every student

Year 7 (S2); Year 8 - 10	
Learning Areas	Minutes per week
English	260
Mathematics	260
Science *	260
Humanities *	260
LOTE (Indonesian) *	260
PE/ Health / Outdoor Education*	260
Sport	
Arts * (Drama, Music, Visual Art, Vis Com and Media)	260
Technology * (Digital, Metal, Wood, Food and Textiles)	260
Integrated Units * (Practical project-based learning, Extended investigation, Year 10 Program, Peer Support, Sport Leaders)	260
TOTAL	1300

* Of the remaining 3 blocks students elect units on either a term or semester basis to complete their course

Years 11 & 12 (VCE)	
Learning Areas	Minutes per week
English / Literature (Units 1- 4)	260
Subject 2	260
Subject 3	260
Subject 4	260
Subject 5	260
TOTAL	1300

Year 11 – Year 12 VCAL	
Units	Minutes per week
Literacy	260
Numeracy	260
Personal Development Skills	260
Subject 4	260
Subject 5	260
TOTAL	1300