

Curriculum Framework Policy

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. Western Port Secondary College (WPSC) encourages its students to strive for improvement and growth 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. WPSC will meet the minimum standard with:

- A time allocation per each of the eight learning areas (at Appendix 1 of this Guide).
- An explanation of how and when curriculum and teaching practice is reviewed.
- An outline of how the school delivers its curriculum, whether through the Victorian Curriculum or other approved curriculum programs, integrated programs or online learning.
- A whole school curriculum plan showing how the curriculum is organized.

2. CURRICULUM GUIDELINES

Western Port Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. The College will comply with all Department of Education and Training DET guidelines about the length of student instruction time required in Victorian schools. There will be a broad offering of programs to meet demand, right throughout 7-10 designed to enhance effective learning for the 21st century. Western Port Secondary College uses the Victorian Curriculum to guide decision making regarding the implementation of teaching and learning programs. In the Senior Years the VCAA curriculum guidelines and requirements are met to ensure students transition through the senior years in accordance with minimum requirements being met and the opportunity for student acceleration or deceleration based on need.

3. PROGRAM

3.1 Learning Needs

Western Port 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 (Individual Education Plans, Behaviour Management Plans, Student Support Group). 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 Victorian Curriculum will be used as a framework for curriculum development and delivery at Year 7 - Year 10. The school when developing its Curriculum Plan will provide 25 hours student instruction per week.

3.2 Program Implementation

The Western Port Secondary teaching teams, in consultation with school leaders, 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. To facilitate this implementation, detailed planners, assessment schedules and documentation of these assessments and their results, and templates will be produced that reflect the Victorian Curriculum. 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.

3.3 Student Wellbeing and Learning

Western Port Secondary College will embed student wellbeing in all learning experiences by aligning student welfare/wellbeing 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 Curriculum and Senior programs
- support students point of need via the college's Inclusion program, addressing modifications to learning programs as needed (eg FLO/Outreach, Elevate, IEP completion, modified programs)

3.3.1 Students with Disabilities

The Department of Education and Training and Western Port 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. Western Port 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 Koori Education

Western Port Secondary College is committed to providing culturally appropriate and inclusive programs to Koori students through:

- working in partnership with the Koori community to develop an understanding of Koori culture and the interpersonal relationship with the Koori community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koori 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 Koori community.

3.3.3 EAL Students

Western Port Secondary College will cater for the needs of EAL students within mainstream English classes with additional support provided by the English teacher, tutors or an EAL specialist. Students will be provided with an additional timetabled lesson or lessons each week where appropriate. At 7-10 teachers will use the Victorian Curriculum guidelines to design appropriate assessment tasks for EAL students, or modify existing mainstream tasks. At VCE the EAL requirements, as outlined in the VCAA Study Design, will be met. When EAL outcomes are similar or the same as those set for English students, teachers will mark EAL work according to the respective EAL performance descriptors. Different mark allocations and additional steps or requirements may be indicated. For Year 12 EAL students, a Partnership will be formed with another school or schools for the purposes of designing assessment and cross-marking.

3.4 Program Evaluation & Review

School leaders and teacher teams 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, teacher judgements, Progressive Achievement Testing and Interviews. 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.

Appendices which are connected with this policy are:

- Appendix A: Time allocations per learning area Year 7 to Year 12
- Appendix B: Overview of Responsibilities and Timeframes
- Appendix C: Curriculum Application, adjustment and review policy

4. EVALUATION

Policy last reviewed	February 2022
Consultation	22 March 2022
Approved by	Principal
Next scheduled review date	February 2024

Appendix A

Time allocations per learning area

The curriculum, Year 7 - Year 10 is based on the Victorian Curriculum. The timetable is structured on a fortnightly basis. The breakdown of the two week cycle is as follows:

Subject:	Year 7:	Year 8:	Year 9:	Year 10:
English	10	8	8	8
Mathematics	8	8	8	8
Science/STEM	8	6	6	Elective Suite
Humanities	6	6	6	Elective Suite
Languages	4	4		Elective Suite
CORE Health & PE/Sport Education	6	6	4 (one sem only) Elective choices	CORE Health via iCARE Subject HPE Elective Suite
The Arts (one per semester)	Performing Arts 4 Visual Arts 4	Performing Arts 4 Visual Arts 4	Elective choices Min 4 (one sem)	Elective Suite
Technologies	Food Technology 4 Design Technology 4	Food Technology 4 Design Technology 4	Elective choices Min 4 (one sem)	Elective Suite
Program Subjects CORE	-	Infinity 4	Project 9 6	iCARE 10

Year 11 and 12	Year 11	Year 12	VCAL
English (Compulsory)	8	8	Literacy 8
Choice 1	8	8	Numeracy 6
Choice 2	8	8	WRS 6
Choice 3	8	8	PDS 8
Choice 4	8	8	VET / SBAT Full day
iCARE (core)	8	8	iCARE 2

Copy of Senior Lines

Year <u>10</u> /11 / 12	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Line 1	Line 2	Line 4	Line 3	Line 6
Period 2	Line 1	Line 2	Line 4	Line 3	Line 6
Period 3	Line 2	Line 1	Line 6	Line 2	Line 4
Period 4	Line 3	Line 3	Line 5	Line 1	Line 5
Period 5	Line 4	Line 5	Line 4	Line 6	Line 5

VCAL

VCAL	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Literacy	Numeracy	VET Day	PDS	SWLR Day
Period 2	Literacy	Numeracy		PDS	
Period 3	Numeracy	Literacy		WRS	
Period 4	PDS	PDS		Literacy	
Period 5	WRS	Pathways SFFS		WRS	

Appendix B

Review and Timelines

	What	Who	When
Whole School	Vision and Goals	All staff, led by AP for Curriculum, Assessment and Reporting and Domain Leaders	Term 1, annually
	School wide curriculum program review	All staff, led by AP for Curriculum, Assessment and Reporting and Domain Leaders	Every 4 years in line with the College's Strategic Plan
Curriculum Areas	High Level Curriculum mapping	Domain Leaders	Yearly, Term 4
	Scope and Sequence / Curriculum Maps	PLCs and/or Domain teams	Yearly, Sem 1/Sem 2
	Unit Plans / Maps	PLCs and/or Domain teams	Yearly, Sem 1/Sem 2
	Assessment Documents	PLCs and/or Domain teams	Yearly, Sem 1/Sem 2
	Reportable Assessment Documents	Reports Coordinator, led by AP for Curriculum, Assessment and Reporting and Domain Leaders	Continuously
	Lessons and Resources	Individual teachers, in collaboration with teaching teams	Yearly, Sem 1/Sem 2
	Growth/ Evaluation	SIT members from each year level	Yearly
Year Levels	High level programs review	SIT member	Yearly
	Scope and Sequence / Curriculum Maps	SIT member with Teaching Team	Yearly, Sem 1/Sem 2
	Unit Plans / Maps	SIT member with Teaching Team	Yearly, Sem 1/Sem 2
	Assessment Documents	SIT member with Teaching Team	Yearly, Sem 1/Sem 2
	Lessons and Resources	Teaching team	Yearly, Sem 1/Sem 2

Appendix C

Curriculum Application, Adjustment and Review

Curriculum Applications – Electives

Applications for new Elective programs need to be submitted to the relevant Domain Leader by no later than Week 6 Term 2 annually.

Applications must be submitted addressing the areas and expectations below:

- Rational
- Aim
- Outline of course proposed
- Resource consideration (staffing, costs, time, planning, SRP implications)

Applications will be brought to the Super Domain Level and this body, along with Principal and AP will review the application to determine if this is approved or needs further consultation, consideration or detail.

Outcomes of Applications will be shared no later than Week 3, Term 3 annually.

Curriculum Applications - Programs

Applications for new Year Level specific programs need to be submitted to the relevant Assistant Principal by no later than Week 6 Term 2 annually.

Applications must be submitted addressing the areas and expectations below:

- Rational
- Aim
- Outline of course proposed
- Resource consideration (staffing, costs, time, planning, SRP implications)

Applications will be brought to both the Principal Class and Super Domain Level and these bodies, will review the application to determine if this is approved or needs further consultation, consideration or detail.

The timetable will also be consulted with Program applications to determine impacts on a whole school timetable.

Curriculum Adjustments – CORE subjects, Elective and Programs

At WPSC any large, whole scale changes to a Core subject are done in required to be completed in direct consultation with the Domain Leader. Staff with a PLC and/or Domain may discuss changes for subjects and programs and take recommendations to the larger Domain or Year Level teams during Term 2 and Term 3.

Minor adjustments, such as the introduction of a different Unit to cover the same skill or key knowledge already in existence may be done at any point throughout the year, as long as the PLC or Teacher Teams are in agreement.

Domain or Program Leaders should be consulted on these changes to ensure the High Level curriculum documents are amended and these changes do not negatively impact on units within other year levels or subject areas.

Review of Programs and Subjects

Staff should refer to the College's Curriculum Review and Timeline policy