



Curriculum Framework

Rationale

- Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including:
 - the Victorian Curriculum F-10
 - senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools
 - programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.
- Schools access a wide range of educational resources to select appropriate teaching and learning resources, set homework that supports classroom learning, undertake a range of student assessment and reporting activities to support student learning and ensure that classrooms are safe and classroom activities are conducted safely.
- Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including the Australian Curriculum in Victoria (AusVELS) for Foundation – 10, senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools as well as programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.
- There also are a range of programs available to support international students.

Purpose

- To ensure Essendon Keilor College complies with DET policy and guidelines in relation to its curriculum framework.

Definition

Curriculum is all the arrangements the Essendon Keilor College makes for students' learning and development. It includes the content of courses, student activities, teaching approaches, assessment and reporting policies and the ways in which teachers and classes are organised. It also includes decisions about the need for, and use of, resources and professional development of staff.

The Victorian Curriculum F-10 together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D' for students with disabilities.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with disabilities.

The Victorian Certificate of Applied Learning (VCAL) is based on applied learning and designed to:

- give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life
- provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

The Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10. It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment.

Vocational Education and Training (VET) in Schools is a vocationally oriented program that is part of either VCAL or VCE. It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework. Note: The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and certification of both the VCE and the VCAL.

Implementation

GUIDELINES

- The College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- The 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 the demands of students.
- The Department of Education and Training 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.
- School curriculum programs are designed to enhance effective learning.
- Preparing young people for the transition from school into further education and careers is a critical element in senior secondary program.
- Teaching and learning programs will be resourced through Program Budgets.
- Each year the school will map out its curriculum offerings in the form of a Curriculum Plan.

PROGRAM

- The 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 College will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- The College when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- In Term 4 the School Improvement Team (SIT) 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.
- The Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines.
- In Term 3 each year our school will undertake an audit of the Year 7 to 10 curriculum. This will be enacted through Professional Learning Teams (PLT's) to reviewing the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum F-10 are

currently being addressed. PLT's will report to the SIT. This audit will inform future curriculum planning.

- To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the Victorian Curriculum F-10.
- The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Middle Years of schooling approaches will continue to be developed and implemented.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Principal Team for approval by the College Council.

Years 7-10

- The Curriculum Policy is consistent with the DET policies and the Guiding Principles of Essendon Keilor College.
- The school will use the Victorian Curriculum in Years 7-10 as the basis of its curriculum framework.
- The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education (including Sport), Humanities, Languages, Mathematics, Science, Technologies.
- The school may support the Victorian Curriculum with other programs according to priorities e.g. Outdoor Education and Drug Education.
- The educational experiences provided ensure that all students have the opportunity to achieve individual success through a curriculum that has the necessary breadth in the eight learning areas to ensure adequate preparation for VCE/VET/VCAL and post-secondary school pathways.
- All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified assessment program.
- If applicable the school will provide quality and meaningful education for Koorie students by use of the *Marrung: Aboriginal Education Plan 2016-2026*.
- The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.
- As above, curriculum will be reviewed annually according to the school's priorities.
- A wide range of educational resources to support teaching and learning will be accessed.
- The school will undertake a range of student assessment and reporting activities.
- The school will ensure that classrooms are safe and classroom activities are conducted safely.
- Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
- Please refer also to the school's *Assessment Policy, Reporting to Parents Policy, Wellbeing & Learning Policy*.

VCE Programs

- VCE programs, as specified in the study designs, are offered at the Senior Campus of Essendon Keilor College.
- The curriculum program provides:
 - literacy and numeracy support
 - challenging enrichment and extension activities

- Professional development for staff is a continuous process to ensure that effective teaching and learning strategies are developed and employed in the classroom.
- There is a common assessment and reporting policy

Evaluation

- In order to ensure that curriculum is effective, it is evaluated through a regular review of policies and programs as part of a cycle of planning, implementing and evaluating curriculum with reference to the School Strategic Plan, Annual Implementation Plan and the Framework for Improving Student Outcomes.
- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update early July 2017).

CURRICULUM PLAN

Years 7 - 10

The timetable is structured on a weekly basis. Each period is 46 minutes except for Focus Group which is 25 minutes at the start of each day.

YEAR 7

The Year 7 program has a focus on transition to ensure a positive start to secondary school:

- Students are grouped into Home Groups, of no more than 25 students
- Generally each Home Group has one teacher for English and Humanities, and one teacher for Mathematics and Science
- Home Group teachers monitor the academic progress, attendance and well-being of students
- Students have a Homeroom each with a Classroom Library
- Year 7 Coordinators oversee the progress of all of the students in Year 7, initiating activities that welcome students and connect them with their new school
- Communication with parents is valued and supports the transition process
- Cross-curricular projects enhance the learning experience
- All students are required to participate in the BYOD program

The Year 7 Learning program is conducted over 10 days, including:

- 10 periods of English
- 10 periods of Mathematics
- 8 periods of Humanities
- 6 periods of Science
- 6 periods of Languages other Than English – 1 semester of Italian and 1 of Japanese

- 4 periods of Health and Physical Education (2 periods of Health, 2 periods of Physical Education)
- 4 periods of Sport
- 6 periods of The Arts – 1 semester of Art and 1 semester of Drama
- 6 periods of Technology – 1 semester of Textiles and 1 semester of Wood Technology
- 6 Literacy Focus Group sessions
- 4 Numeracy Focus Group sessions

The Year 7 Extra-Curricular Program includes:

- Leadership opportunities, including Student Representative Council
- Year 7 camp
- Interschool Sport
- Instrumental Music
- Campus Performance evening
- Excursions and Incursions
- Lunchtime activities
- Peer Support program

YEAR 8

The Year 8 program consolidates the Year 7 transition process:

- The Junior School Coordinators continue to oversee the progress of all of the students in Year 8.
- Access to learning technologies
- Interactive whiteboards
- A central coordinator area providing ease of communication and ready access for students

The Year 8 Learning program is conducted over 10 days, including:

- 9 periods of English
- 9 periods of Mathematics
- 8 periods of Humanities
- 6 periods of Science
- 6 periods of Languages other Than English – either Italian or Japanese
- 2 periods of Health

- 4 periods Physical Education
- 4 periods of Sport
- 6 periods of The Arts – 1 semester of Visual Communication & Design and 1 semester of Music
- 6 periods of Technology – 1 semester of Food Technology and 1 semester of Information Technology
- 6 Literacy Focus Group sessions
- 4 Literacy Focus Group sessions

The Year 8 Extra-curricular program includes:

- Leadership opportunities, including Student Representative Council
- Interschool Sport
- Instrumental Music
- College Production
- Campus Performance evening
- Excursions and Incursions
- 'On the Ball' program with Essendon Football Club
- Health and Well-being workshops
- Year 8 Camp

YEAR 9

The Year 9 program has a focus on community involvement:

- Students are grouped into Home Groups, of no more than 25 students
- Middle Years Team Coordinators and teachers monitor the academic progress, attendance and well-being of students
- Communication with parents is valued and supports student progress
- Access to learning technologies
- Interactive whiteboards
- A central staff working area providing ease of communication and ready access for students
- There is a major cross-curricular program 'City Centre'. Students undertake a varied program of activities in the city of Melbourne.
- Community Action Program

The Year 9 Learning program is conducted over 10 days, including:

- 9 periods of English
- 9 periods of Mathematics
- 8 periods of Humanities
- 6 periods of Science
- 6 periods of Languages other Than English –either Italian or Japanese
- 4 periods Physical Education
- 4 periods of Sport, including an elite Football program or Advance
- 7 periods of The Arts: choosing 2 areas from Art 2D, Art 3D, Visual Communication and Design, Music, Drama, Dance, Community Action Program
- 7 periods of Technology: choosing 2 areas from Wood, Systems, Textiles, Food, Information Technology
- 10 Focus Group sessions with a focus on Health and Well-being

The Year 9 Extra-curricular program includes:

- Leadership opportunities, including Student Representative Council
- Middle Years Team camp: Tasmania and Sydney (alternating each year)
- Interschool Sport
- Instrumental Music
- College Production
- Campus Performance evening
- Excursions
- Lunchtime activities
- Japan or Italy Tour (Tours run every second year) <http://ekcjapantour.com/>

Years 10 - 12

- The Year 10 curriculum is structured to reflect the Year 11 and 12 timetable with 10 x 46 minute periods per fortnight.
- Year 10 students choose 12 x Semester long units from the 8 Key Learning Areas with minimum requirements to ensure a breath of subjects studied. Year 10 students may select one Unit 1/2 Study and Year 11 students may select one Unit 3/4 Study, subject to approval.

Year 10

	Minimum Requirement
English	2 units
Mathematics	2 units
Science	1 unit
Humanities	1 unit
Japanese/Italian	Optional
PE/Health	1 unit
Art	1 unit
Technology	1 unit
VCE/VET	Optional

VCE, VET, VCAL

Accounting	Industry and Enterprise	Physics
Art	Computing	Psychology
Biology	Informatics	Sociology
Business Management	Software Development	Studio Arts
Chemistry	Italian (LOTE)	VET Sport and Recreation (Fitness)
Chinese (1st Language)	Japanese (LOTE)	VET Sport and Recreation (Football)
English	Legal Studies	VET Music Industry
English (EAL)	Literature	Visual Communication & Design
Food and Technology	Mathematics (All)	VCAL
Health & Human Development	Media	Wood (Design & Technology)
History (20th Century)	Music	
History (Revolutions)	Physical Education	

Reference:

www.education.vic.gov.au/school/principals/spag/curricu,um/pages/curriculum.aspx