

WHSC CURRICULUM FRAMEWORK & STUDENT LEARNING OUTCOMES STATEMENT

PURPOSE

The purpose of this policy is to detail a curriculum plan that maps out its curriculum offerings.

Wheeler's Hill Secondary College will meet the minimum standard with 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), an Outline of how the school will deliver its curriculum is found in the Wheeler's Hill Secondary College Scope and Sequence document/s., a whole school curriculum map which can also show time allocation (Appendix 1) **and** a documented strategy to improve student learning outcomes (statement is at 4.0 of this Guide)

SCOPE

Wheeler's Hill Secondary 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.

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.

DEFINITION

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.

Wheeler's Hill 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.

PROGRAM

Program Development

Wheeler's Hill 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 and 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.

Wheeler's Hill 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.

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

Program Implementation

The school's Teaching and Learning 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, 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 review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

Student Wellbeing and Learning

Whealers Hill 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 Essential Learning Standards stages of schooling

Students with Disabilities and Inclusion

The Department of Education and Training and Wheelers Hill 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.

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

Whealers Hill Secondary College is committed to supporting and providing a safe and inclusive environment for students with diverse needs including the [LGBTIQ community](#).

Koorie Education

Whealers Hill Secondary College is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- 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 [Marrung Aboriginal Education Plan](#)
- 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-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 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 includes NAPLAN and PAT M & PAT R.

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 for 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. 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 longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.



For parents: Student reports and parent/teacher meetings 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.

MORE INFORMATION AND RESOURCES

Links to DET school policy & advisory guide:

- [Curriculum 7-10](#)
- [Curriculum Senior School](#)
- [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- [Assessment](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Students with Disabilities Inclusion Policy](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

- Appendix 1: whole school curriculum plan
- Appendix 2: Time allocations per learning area Foundation to Year 12

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Made available in hard copy from School Administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	2021
Approved by	School Council & Principal
Consultation	School Council
Next scheduled review date	July 2022

REVIEW CYCLE AND EVALUATION

Annually



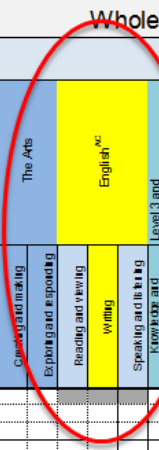
Appendix 1

Whole school curriculum plan

Refer to Victorian Curriculum Planning website for examples and templates. See:

<http://curriculumplanning.vcaa.vic.edu.au/by-school>

			Whole School Curriculum Plan																								
			Physical, Personal and Social Learning					Discipline-based Learning																			
			Civics and citizenship	Health and Physical Education	Interpersonal Development	Personal Learning	The Arts	English ^{AC}	The Humanities										Science ^{AC}	Communication	Design, Creativity and Technology						
			Annual Average Hours	Civics knowledge and skills building	Community engagement	Movement and physical activity	Health knowledge and promotion	Building social capabilities	Work right teams	The individual barrier	Managing personal learning	Creative thinking	Expressed and responding	Reading and viewing	Writing	Speaking and listening	Knowledge and understanding of the world	Level 3 and 4 only	Level 3 only	Economics	Geography	History	Humanities	Mathematics	Science		
Foundation to Year 2	English	320																									
	Maths	200																									
	Science	60																									
	PE/Sport	80																									
	Art	60																									
	Language	100																									
	Health	20																									
	Integrated study																										
	History																										
	Design/Tech	80																									
Sustainability																											
ICT																											
Year 3	English	320																									
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	Art	60																									
	Language	100																									
	Health	20																									
	Integrated study																										
	History																										
	Design/Tech	80																									
Civics																											
Sustainability																											
ICT																											
Year 4	English	320																									
	Maths	200																									
	Science	60																									
	PE/Sport	120																									
	Art	40																									
	Language	100																									
	Integrated study																										
	Health																										
	History																										
	Humanities																										
Design/Tech	80																										
Civics																											
Sustainability																											
ICT																											
English	320																										
Maths	200																										
Science	60																										
PE/Sport	120																										
Art	40																										



By Domain example of English (Writing)



By Unit/Lessons example of Year 3 English (Writing)

By Year Level example of Year 3

Appendix 2

Sample Time allocations per learning area and Senior Secondary

Foundation - Year 12

The curriculum, F – Year 10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is 60 minutes.

The breakdown of the weekly cycle is as follows:

Foundation to Year 1	
Learning areas	Hours per week
English	10
Mathematics	5
Science	1
Humanities	1
Languages	1
Health and PE	2
Arts	2
Technologies	1
Developmental play	2
TOTAL	25 per week

Year 2 – Year 6	
Learning areas	Hours per week
English	8
Mathematics	5
Science	2
Humanities	2
Health & PE	3
Languages	1
Arts	2
Technologies (also integrated across curriculum)	2

TOTAL	25 per week
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Year 7 – Year 8	
Learning Areas	Hours per week
English	4
Mathematics	4
Science	3
Humanities	3
Languages	3
PE/ Health	2
Sport	2
Arts (Drama, Music, Art and Film) #	2
Technology (Vis Com, Wood, Food and IT) #	2
TOTAL	25 per week

= One subject per Semester over two years

Year 9 – Year 10	
Learning areas	Hours per week
English	3
Mathematics	3
Science	3
Humanities	3
Languages	3
PE/ Health	2
Sport	2
Electives Block 1 # (Ag Hort, Wood, Food, Ceramics, Metals or Textiles)	2
Electives Block 2 # (Art, Dance, Drama, Film, Music or Photography)	2
Life Skills and Community Action	2
TOTAL	25 per week

= One subject per Semester over two years

Includes the Aus/VELS Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains

Year 11 VCE	
Subject	Hours per week
English	4
Subject 2	4
Subject 3	4
Subject 4	4
Subject 5	4
Subject 6	4
Private Study	1
TOTAL	25 per week

Year 12 VCE	
Subject	Hours per week
English	4
Subject 2	4
Subject 3	4
Subject 4	4
Subject 5	4
Private study in Year 12	5
TOTAL	25 per week

Year 11 – Year 12 VCAL	
Units	Hours per week
Literacy	4
Numeracy	3
Personal Development Skills	4
Work Related Skills	4

Industry Specific Skills (VET Certificate)	5
Structured Workplace Learning	5
TOTAL	25 per week