



CURRICULUM FRAMEWORK

POLICY STATEMENT

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.

Werribee Secondary College promotes excellence and strives for success in students' chosen endeavours.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology.

Our students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

To achieve these things, the College provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum.

Each year the school will map out its curriculum offerings for the subsequent year. It will be in the form of a Curriculum Plan (**see Appendix A**).

GUIDELINES

Werribee Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).

The College will comply with 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.

Preparing young people for the transition from school into further education and careers is a critical element of the curriculum, beginning with the Junior School.

Teaching and learning programs will be resourced through Program Budgets.

PROGRAM

3.1 Program Development

Werribee 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 College 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 Australian Curriculum (AC) and Victorian Essential Learning Standards ([AusVELS](#)) will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with

DET policy and Victorian Curriculum and Assessment Authority (VCAA) and International Baccalaureate Organisation (IBO) guidelines.

The AusVELS will be replaced by the Victorian Curriculum (F-10) in 2017.

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.

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

The school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

3.2 Program Implementation

The Heads of Faculty 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, course handbooks, assessment criteria and record keeping MarkBook templates will be produced that reflect the AC and AusVELS.

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 eLearning Plan*.

Curriculum leaders will be required to review their goals and priorities annually and submit these to the Director of Curriculum.

3.3 Student Wellbeing and Learning

Werribee Secondary College will embed student wellbeing in all learning experiences by aligning student 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 Essential Learning Standards stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Werribee Secondary College are 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.

The College liaises 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

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

- 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 Local Aboriginal Education Consultative Groups (LAECG)
- 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 Program Evaluation & Review

The Heads of Faculty will meet regularly (at least once per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school-based testing, teacher judgments based on learning outcomes in AC and AusVELSs. Tools used will include the College's NAPLAN and On-Demand Database and MarkBook.

Every year our school will undertake an audit of the curriculum using an [audit tool \(Word - 32Kb\)](#). This tool will enable professional learning teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Aus/VELS are currently being addressed. This audit will inform future curriculum planning.

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 College website.

LINKS AND APPENDICES (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

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

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances

Appendix A**CURRICULUM PLAN – BELL TIMES AND TIME ALLOCATIONS****Years 7 - 12**

The College operates a weekly timetable with six periods each day; each period is of either 48 or 49 minutes duration:

PERIOD	NORMAL BELL TIMES AND YEAR LEVEL ASSEMBLIES
1	8:55 to 9:44
2	9:44 to 10:33
Recess	10:33 to 10:53
3	10:59 to 11:48
4	11:48 to 12:37
Lunch	12:37 to 1:17
5	1:23 to 2:12
6	2:12 to 3:01

PERIOD	SPECIAL EVENT ASSEMBLY DAY
1	8:55 to 9:40
2	9:40 to 10:25
Assembly*	10:25 to 10:49
Recess	10:49 to 11:09
3	11:15 to 12:00
4	12:00 to 12:45
Lunch	12:45 to 1:25
5	1:31 to 2:16
6	2:16 to 3:01

Time Allocations

In Years 7 to 10 the curriculum is based on the Australian Curriculum (AusVELS) standards.

The number of periods allocated to each subject each week is as follows:

JUNIOR SCHOOL			
YEAR 7	DOMAIN	SUBJECT	PERIODS
	English	GEMS - English	5
	Humanities	GEMS – Humanities (History & Geography)	3
		GEMS – Reading	1
	Mathematics	Mathematics or Elementary Maths Mastery (EMM)	5
	Science	Science	3
	Health & PE	Physical Education	2
		Health	1
	Arts	Music (2) Art (2)	4
	Languages	Chinese, Italian, Japanese or Spanish	3
	Technology	Food Technology / Systems Technology	2
	Capabilities	Tutor Group	1

JUNIOR SCHOOL			
YEAR 8	DOMAIN	SUBJECT	PERIODS
	English	English	5
	Mathematics	Mathematics or Advanced EMM	4
	Science	Science	3
	Humanities	History / Geography	4
	Arts	Art (2), Music / Drama (2)	4
	Technology	Textiles Technology / Wood Technology /	2
		ICT* / <i>semester swaps with Health*</i>	1*
	Languages	Chinese, Italian, Japanese or Spanish	3
	Health & PE	Physical Education	2
		Health* / <i>semester swaps with ICT*</i>	1*
	Capabilities	Tutor Group	1

MIDDLE SCHOOL			
YEAR 9	DOMAIN	SUBJECT	PERIODS
	English	English	5
		Electives: EAL	
	Mathematics	Mathematics or Advanced EMM	5
	Science	Science	3
	Humanities	History / Geography	4
		Business Studies	1.5*
	Health & PE	Physical Education	2
		Health	1
		Electives: Outdoor Education	
	Arts	Electives: Performing Arts, Visual Arts	
	Languages	Electives: Chinese, Italian, Japanese or Spanish	
	Technology	ICT	1.5*
		Electives: Technology and Design	
	Capabilities	Tutor Groups	1
	<i>Year 9 Electives (2 blocks with three periods per block)</i>		

* 3 periods for one semester

MIDDLE SCHOOL				
YEAR 10 Main & LFG	DOMAIN	SUBJECT	PERIODS	
	English	English	5	
		Electives: EAL		
	Mathematics	Mathematics or Business Mathematics	5	
	Science	Science	4	
	Humanities	History / Geography	4	
		Electives: Job Ready, Money Smart, Human Rights and Global Citizenship, Crime and Punishment		
	Health & PE	Physical Education	2	
		Health	1	
		Electives: Outdoor Education, Health and Human Development		
	Arts	Electives: Performing, Visual		
	Languages	Electives: Chinese, Italian, Japanese, Spanish		
	Technology	Electives: ICT, Technology & Design		
	Capabilities	Tutor Groups	1	
	<i>Year 10 Electives (2 blocks with four periods per block)</i>			

MIDDLE SCHOOL			
YEAR 10 High	DOMAIN	SUBJECT	PERIODS
	English	English	5
		Electives: EAL	
	Mathematics	Mathematics	5
	Science	Science	3
	Humanities	VCE History or VCE Geography	5
	Health & PE	Physical Education	2
		Health	1
		Electives: Outdoor Education, Health & Human Development	
	Arts	Electives: Performing, Visual	
	Languages	Electives: Chinese, Italian, Japanese, Spanish	
	Technology	Electives: ICT, Technology & Design	
	Capabilities	Tutor Groups	1
<i>Year 10 Electives (2 blocks with four periods per block)</i>			

MIDDLE SCHOOL			
YEAR 10 SELP	DOMAIN	SUBJECT	PERIODS
	English	English	5
		Electives: EAL	
	Mathematics	Mathematics	5
	Science	VCE Biology or VCE Psychology	4
	Humanities	VCE History or VCE Economics	4
	Health & PE	Physical Education	2
		Health	1
		Electives: Outdoor Education, Health & Human Development	
	Arts	Electives: Performing, Visual	
	Languages	Electives: Chinese, Italian, Japanese, Spanish	
	Technology	Electives: ICT, Technology & Design	
	Capabilities	Tutor Groups	1
<i>Year 10 Electives (2 blocks with four periods per block)</i>			

SENIOR SCHOOL			
PROGRAM		SUBJECT	Periods
11 VCE		Six Studies	5 each
11 VCAL		Literacy	5 each
		Numeracy / Food Technology	
		Work Related Skills	
		Personal Development	
		Vocational Education & Training (VET)	5
		Work Placement	All Day
11 IB		Four Subjects	5 each
		Mathematics	4
		Spanish	4
		Theory of Knowledge	2

SENIOR SCHOOL			
PROGRAM		SUBJECT	Periods
12 VCE		Five Studies	5 each
12 VCAL		Literacy	5 each
		Numeracy / Food Technology	
		Work Related Skills	
		Personal Development	
		Vocational Education & Training (VET)	5
		Work Placement	All Day
12 IB		Four Subjects	5 each
		Mathematics	4
		Spanish	4
		Theory of Knowledge	2

Planned changes for 2017:

Year 8: One Technology (not ICT) removed
 Mathematics increases from 4 Periods to 5 Periods
 Health changes from 2 Period for one semester to 1 Period for the whole year.