



CURRICULUM POLICY

Date	May 2023	Review Cycle	2 Years	Approved By	College Council, Principal
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INTERPRETER SERVICE

If you need help to understand the information in this policy, please contact our college on 9741 1822 or werribee.sc@education.vic.gov.au so interpreters may be arranged via VITS or local services.



PURPOSE

The purpose of this policy is to ensure that all students and members of our school community are aware of:

- (a) Our commitment to providing a safe and supportive learning environment for students.
- (b) Expectations for positive student behaviour.
- (c) Support available to students and families.
- (d) Our school’s policies and procedures for Child Safe practices.

Werribee Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students can reach their potential only when they are happy, healthy and safe. We believe that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school’s values. This policy applies to all school activities, including camps and excursions.

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COLLEGE MISSION AND VALUES

At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of **respect** and **responsibility**.

We **respect and** are **responsible** for embracing our identity and that of others; taking care of our local and global communities and valuing the right to learn.

We respect and are responsible for our:

Learning

I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.

Identity

I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation, and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.

Community

I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.

RELATED POLICIES

- Attendance Policy
- Inclusive Education and Special Educational Needs Policy
- International Homestay Policy
- Assessment and Reporting Policy and Practices Terms of Reference
- VCE & VCE VM Cross Marking and Moderation Policy
- VCE & VCE VM Satisfactory Completion of Units and Redemption Policy
- WSC Internal VCE Non Scored Policy

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 renew its curriculum offerings for the subsequent year. It will be in the form of our schools Unit Plan and Curriculum Sequence.

GUIDELINES

Werribee Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. The College will comply with DET guidelines about the length of student instruction time required in Victorian schools, specifically.

F–10 Curriculum Planning Guidelines

In the F–10 Revised Curriculum Planning and Reporting Guidelines, the VCAA provides curriculum planning guidelines for schools to support them in the design and delivery of high-quality school-based curriculum programs. The guidelines acknowledge the need to approach key stages of school differently, given that early year’s learners, older children, and adolescents have unique learning and development needs. Key stages of schooling in the guidelines are:

- *Foundation Stage (Prep–Year 2)*
- *Breadth Stage (Years 3–8)*
- *Pathways Stage (Years 9–10)*

(Source: Curriculum Programs F-10, DET, 22 June 2020)

Werribee Secondary College aligns the design and delivery of school-based curriculum programs to advice and support provided by Victorian Curriculum and Assessment Authority (VCAA) and International Baccalaureate Organisation IBO as outlined in the statement below.

FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO)

The Department provides additional support to schools to strengthen curriculum planning as part of the Framework for Improving Student Outcomes (FISO). Within FISO, ‘Curriculum Planning and Assessment’ is identified as one of six dimensions that lead to high-impact improvement in student learning outcomes.

Schools are expected to align the design and delivery of school-based curriculum programs to FISO. Online supports for the Curriculum Planning and Assessment dimension are available on the Department website.

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 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.

There will also 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 INTERVENTION

The Directors and 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 online platforms will be used such as Edval and Compass to reflect the requirements of the Victorian Curriculum.

The DET requirements related to the teaching of Languages, Physical and Sports Education, Koorie Education, English as an Additional Language (EAL) and Holocaust Education will be implemented.

The Victorian Curriculum Capabilities and ATL Skills (IBDP) will be embedded across all curriculum domains where possible.

The use of Digital Literacy 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 Digital Literacy Plan.

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

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:

- Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- Provide a flexible, relevant, inclusive and appropriate curriculum.
- Accommodating student developmental needs within the Victorian Curriculum stages of schooling
- Incorporate opportunities for all students to enhance their own and others' wellbeing.
- Support students to develop knowledge, understanding and skills that enable them to engage critically with a range of health and wellbeing areas and issues

STUDENT 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.

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) (VAIA)
- 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.
- *Work in partnership with the local Koorie community to develop place-based approaches to improving student outcomes.*
- *ensure all Koorie students have an individual education plan.*
(Koorie Education, DET, 15 June 2020)

PROGRAM EVALUATION & REVIEW

The Directors and 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 Compass.

Every year our school will undertake an audit of the curriculum. This audit will inform future curriculum planning. It will ensure that we have reviewed tasks and assessments to suit the skills being taught and includes all key knowledge and skills students require across the 2-year bands.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the College website.

LINKS TO DET SCHOOL POLICY & ADVISORY GUIDE

- [Assessment of Student Achievement and Progress for Foundation to 10 Languages Education](#)
- [Physical and Sport Education — Delivery Requirements](#)
- [Reporting Student Achievement and Progress for Foundation to 10](#)
- [Curriculum Implementation](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Engagement](#)
- [Students with Disabilities](#)
- [Koorie Education](#)