



St. Arnaud Secondary College

Curriculum Framework Policy

PURPOSE

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 lessons are organised and decisions on the need for and the use of facilities and resources.

SCOPE

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

POLICY

- St. Arnaud Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Year 7 to Year 12 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- Preparing young people for the transition from school into further education and careers is a critical element in the senior secondary program.
- The College implements the Framework for Improving Student Outcomes (FISO) model for continuous school improvement.
- In developing its Curriculum Plan, our College will provide at least 25 hours of student instruction per week at per DET guidelines.
- School curriculum programs are designed to enhance effective learning.
- Teaching and learning programs will be resourced through Program Budgets.
- Our College will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our 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.
- Our College will ensure all students, including students with disabilities have access to a quality education that meets their diverse needs.
- Our College will provide culturally appropriate and inclusive programs to Koorie students by supporting the development of high expectations and individualised learning for Koorie students and by creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.

- The Leadership Team 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 DET requirements related to the teaching of Health, Physical Education, Resilience Rights Respectful Relations and LOTE will 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.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

CURRICULUM AND TEACHING PRACTICE REVIEW

The school's curriculum will be audited on an annual 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 feedback will be a key component of teaching practice improvement.

DATA COLLECTION

Data plays a key part in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (NAPLAN and Essential Assessments - Numeracy and Literacy)

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 those at risk, such as developing Individual Learning Plans, provision of extra teaching support and/or referral for further assessments.

FOR STUDENTS

Feedback will be given about current learning and areas for future learning after each task.

This will be done through student/teacher conferences and setting learning goals. 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 long-term basis. Trend data also provides relevant information about the school's continuous improvement journey.

FOR PARENT/CAREGIVERS

Student reports, parent/teacher meetings and student led conferences 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.

COMMUNICATION

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

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

School policies:

- Assessment & Reporting Policy
- Student Wellbeing and Engagement Policy
- Digital Learning Policy

Department policies:

- [Victorian Curriculum](#)
- [Respectful Relationships](#)
- [Using digital Technologies to Support Learning and Teaching](#)
- [Assessment](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
Consultation	College Staff School Council
Approved by	Principal
Next scheduled review date	2023



Appendix A

St. Arnaud Secondary College Curriculum

YEAR 7 & 8

Subject	Number of lessons per week	Duration
English	6	All year
Maths	6	All year
Humanities	3	All year
Science	3	All year
Health & PE	3	All year
LOTE (French)	3	All year
Art	3	One semester
Textiles	3	One semester
Food	3	One semester
Wood	3	One semester

YEAR 9

Subject	Number of lessons per week	Duration
English	4	All year
Maths	5	All year
Humanities	4	All year
Health and Physical Education	4	All year
Science	4	All year
Literacy	3	All year
French (elective)	3	All year
NCTTC	One day	All year

YEAR 10

Year 10 students have an extensive range of options available to them which include a traditional Year 10 course and extension into VCE units. These options are outlined extensively in the Middle School and VCE subject information booklets. Copies of each can be obtained from the College on request.

VCE: YEARS 11 AND 12

Year 11 students usually study English Units 1 & 2 and five other Unit 1 & 2 level subjects.

Year 12 students usually study English Units 3 & 4 and four other Unit 3 & 4 level subjects.

Students at Year 10 and Year 11 level may elect to do one subject from VCE Unit 1 & 2 or Unit 3 & 4 respectively.

Students may also study subjects using the Distance Education Centre or videoconferencing.

Students are advised to check details in the VCE Handbook or seek advice from the VCE Coordinator.

Students are offered a broad range of subject choice and are involved in an extensive counselling process to ensure they are making course selections that best suit their needs, abilities and career pathways.

VCAL (VICTORIAN CERTIFICATE OF APPLIED LEARNING)

The College delivers the Victorian Certificate of Applied Learning (VCAL). VCAL students study Literacy, Numeracy, Personal Development and Work Related Skills units. In addition, understanding a work placement and a VET unit are part of the requirements of the course.

VET STUDIES (VOCATIONAL EDUCATION AND TRAINING)

A range of Vocational Education and Training (VET) subjects are available to VCE students. Students may complete these units of study at St. Arnaud Secondary College, the NCTTC, through a private training provider, or by on-line computer technology.

Students have the opportunity to undertake, for example, Certificate II in Engineering, Automotive, Agriculture, and Hospitality at NCTTC. Other VET arrangements are available subject to demand and viability.

Students may choose to undertake a School Based New Apprenticeship (SBNA) in conjunction with their VCAL or VCE program. Depending on which of these certificates they are studying, final completion times may vary.

Mature age students are made most welcome. Parents or other community members wishing to resume studies, either part time or full time, are encouraged to contact the VCE Coordinator.

For full details of courses and subjects available at any year level, please see the respective Year Level Handbook or the NCTTC Handbook.