CURRICULUM FRAMEWORK 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.

Our College encourages its students to strive for excellence in all of their endeavours. To achieve this, the College provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Due to the diverse nature and background of our student population, best practice teaching and learning practices have been identified across other learning options to help inform our curriculum.

Our College will:

- Encourage students to be successful in all aspects of the curriculum.
- Offer comprehensive Transition Programs which promote successful progression between Years 6-7, and Year 10 to further education.
- Assess and report information to all students and their parents/guardians regarding the students' level of progress during their time at Kurnai College.
- Recognise and respond to diverse student needs when developing curriculum programs and curriculum plans.
- Comply with all Department of Education Victoria (DE) guidelines about the length of student instruction time required in Victorian schools.

Implementation:

- The curriculum of our College is structured as a Learning Architecture that includes curriculum maps for Years 7-10 based on the standards of the Victorian Curriculum, and assessment and reporting processes in accordance with DE.
- There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum is offered from Years 7 to 10 at our College with pathways into VCE, VCEVM, VPC, and VET in the senior years. All studies are delivered in accordance with the Victorian Curriculum and Assessment Authority (VCAA).
- DE and our College places a high priority on the teaching of Health & Physical Education, Language and EAL.
- College curriculum programs are designed to enhance effective learning for all students.
- Preparing young people for the transition from school into further education and careers is a critical element across all year levels of our College.
- Teaching and learning programs will be resourced through Program Budgets.

Program

- 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 identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our College when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DE policy and guidelines.
- The DE requirements related to the teaching of Physical Education and Sports Education, Language 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.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- Victorian Certificate of Education (VCE) is an academic program 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, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.
- Victorian Certificate of Education Vocational Major (VCEVM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of 2 years. It aims to develop knowledge, confidence and skills for work and life and prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.
- Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students in years 11 and 12 who, for a range of reasons, are not able or ready to undertake the VCE or VCEVM. It is an accredited foundation secondary qualification aligned to Level 1 in the Australian Qualifications Framework and although not a senior secondary qualification it can be a pathway to the VCE or VCEVM.
- 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.
- Curriculum leaders will be responsible for the management of their curriculum area's budget and the purchasing of staff and student resources.
- Student learning outcomes data will be reported in the Annual Report to the School Community, provided to the DE, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Evaluation

- Kurnai College follows the DE School Strategic Planning guidelines with a School Strategic Plan setting out the school's strategic direction for a four-year period.
- This includes goals, targets and improvement strategies for Student Learning, Student Engagement and Wellbeing and Student Pathways and Transitions.
- The school has an Annual Implementation Plan which describes how the key improvement strategies in the school strategic plan and other significant projects are to be put into operation in each of the four years of the strategic plan.
- The school's annual implementation plan informs the development of principal class and staff performance and development plans.
- This policy will be reviewed as part of the College's four-year review cycle or earlier if necessary due to changes in regulations or circumstances.

Date Implemented	Week 3 – Term 2 – 2014 V1
Approval Authority (Signature and date)	 09/05/2023
Dates Reviewed	Week 7 – Term 4 – 2014 – V2 Week 7 – Term 1 – 2015 – V3 Week 1 – Term 3 – 2019 – V4 Week 3 – Term 2 – 2023 – V5
Responsible for Review	Teaching and Learning Committee
Next Review Date	Week 7 – Term 1 - 2027