

CURRICULUM POLICY - FOUNDATION TO 10



Help for non-English speakers

If you need help to understand the information in this policy, please contact the College office on 5024 1522.

This policy reflects the key guidelines contained in the Victorian Curriculum F-10 DET Document

‘Revised Curriculum Planning & Reporting Guidelines-

PURPOSE

The curriculum policy ensures that Red Cliffs Secondary College offers an AusVELS/Victorian Curriculum and VCE, VCE/VM, VET compliant curriculum which is consistent across all classrooms and sets a framework for student reports. It also reinforces the delivery of a *‘guaranteed and viable curriculum’* via a challenging program which prioritises improvement of student outcomes at the college. The policy ensures the Curriculum is *‘a set of progressions that define increasingly complex knowledge, skills and concepts grouped and defined by learning areas and capabilities’*

SCOPE

The policy applies to all teachers with classes Year 7 through to Year 10, including all Domain Leaders, Student Management Leaders, and the Curriculum Leader. It is the responsibility of these staff to be familiar with the content and intention of this document and all supporting documents relevant to the teaching and administration of all Curriculum delivered to students from Year 7 to Year 10.

POLICY

To ensure that our school provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attitudes needed to complete their schooling and to make a successful transition from school to work, training or further education.

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Our policy is to deliver Curriculum taking into account the following key guidelines

- (a) Defined curriculum content is the basis for student learning.
- (b) Curriculum planning is based on two-year bands of schooling rather than each year level.

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- (c) College has developed and published a whole-school curriculum plan that documents our teaching and learning program.
- (d) Our College reports student learning against the achievement standards in the curriculum.
- (e) Our College reports student learning to students and parents in formats that best suit our community

Our policy defines a minimum and limited set of knowledge and skills that all students should acquire, irrespective of their personal inclinations. This is not to limit what students can learn. Rather, it is to ensure that every young person is able to develop the foundational knowledge, skills and dispositions that enable future self-directed learning, social development and active and engaged citizenship. Our policy recognises that the rise of digital technologies has generated a higher level of demand for the capacities to access, analyse and synthesise information, that is, to transform information into knowledge. This means our work needs to embody a definition of the knowledge and skills essential to develop these capacities due to their ever-increasing importance. This selection is represented in the Roxburgh College Curriculum Mapping Document that sets out essential knowledge, skills and dispositions extracted directly from the Victorian Curriculum.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

IMPLEMENTATION:

In the Implementation of this policy, it is expected that:

- Red Cliffs Secondary College Curriculum is Victorian Curriculum compliant
- Staff have a consistent framework to which they report
- Assessment and reporting is consistent across all classrooms at the college, according to VCAA requirements
- Changes to assessment and curriculum outlines are approved by the Domain Leaders, Committee Curriculum Leader and Curriculum Committee
- New subjects are supported with Victorian Curriculum compliant curriculum and assessment and voted in by Curriculum Committee before the handbook deadline
- New curriculum is placed appropriately within the school wide curriculum
- Year 7-8 studies *contain a breadth of studies* and 9-10 *involves both a broad education and the beginnings of a plan for their senior secondary program, laying a foundation for an appropriate pathway.*
- Each Domain accepts responsibility for the provision of an *'uncluttered'* curriculum, making way for *'what is most important for all students to learn'*
- A focus on and explicit instruction within a rich context on literacy, numeracy and inquiry skills
- Each Domain Leader accepts responsibility for ensuring the Curriculum is accessible for EAL Learners

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The Red Cliffs Secondary College Victorian Curriculum compliant curriculum for years 7-10 is stored on OneDrive under the relevant Domain folder. Each unit identified in the scope and sequence is documented in a unit planner and accompanied by a common assessment task. It is the expectation that all teachers are using these documents to plan their teaching and make their assessment (refer to college assessment policy for more information). The series of Learning Tasks are developed to meet a teaching and learning cycle to ensure regular feedback. The Learning Tasks mirror the college instructional model and the inclusion of High Impact Teaching Strategies from DET. Each Domain has isolated the essential knowledge and skills required by the scope and sequence and has included mandated literacy strategies from the College's Literacy for Learning.

Assessment and Reporting Changes

Victorian Curriculum F-10-Revised curriculum and Planning Guidelines:

Level 1: Where a change to documented curriculum involves updates and additions to existing unit planners, assessment proformas and rubrics which do not affect the focus of the unit, type of task completed, or the standards being addressed this should be done by the **teaching team** in consultation with the Domain Leader, who will supervise the changes to the documents on the Domain page. This type of change includes for example: adding or updating key lessons, changing the steps for competing an assessment task, re-wording learning goals or adjusting the language on a rubric.

Level 2: Where a change of assessment task is proposed by the teaching team, requiring a new assessment proforma to be developed this needs to be done by the teaching team first in consultation with the Domain Leader and then, once approved by the Domain Leader The following flow chart outlines the process clearly:

Staff discuss possible change with the teaching team as a result of moderation process or reflection on a particular Unit/Assessment



Representative of teaching team will discuss any changes with the Domain Leader



Domain Leader to agenda item for discussion with all Domain/team members either at a meeting or via email



Domain Leader informs teaching team of outcome and if approved ensure a new assessment proforma is completed and the rubric, unit planner and exam (where appropriate) are updated



Domain Leader or representative replaces the old documents with the new on the Team Drive

Level 3: Where a change of curriculum being requested pertains to a change in the Victorian Curriculum standards being addressed in a particular unit or assessed by a particular task, the Teaching Team in conjunction with the Domain needs to be consulted. This would be for example, the introduction of a new unit within an existing subject or a change to the standards being assessed

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by an assessment task. In these cases, the following needs to be adhered to in order to ensure consistency for reporting purposes:

Staff discuss possible change with the teaching team and the Domain Leader



Teaching team develop the new unit/assessment and submits this to the Domain Leader



Domain Leader to agenda item for discussion with all Domain/team members either at a meeting or via email



Domain Leader approves the new unit planner, assessment proforma and rubric are completed and the exam (where appropriate) is updated



Curriculum Leader to inform the Reports Manager of the new standards being reported to



Domain Leader or representative to update the scope and sequence to reflect the change and replace old documents with new documents on the One Drive / Team Drive

NEW SUBJECTS:

Core subjects: The introduction of new subjects which require a change to the existing timetable structure of a year level (non-elective) should be done in consultation with the relevant Principal Class prior to being raised at Curriculum Committee. This type of change requires the consideration of many whole-school factors.

Elective subjects: To offer a new elective, teachers must work in consultation with the relevant Domain Leaders and other relevant Leaders in the school, for example the VET co-ordinator, before bringing it to Curriculum Committee for voting. The process is as follows:

Staff to fill in **all parts** of the 'Proposal for New Subject' form and complete documentation as required prior to the Curriculum Committee meeting for term 3 in order to comply with the handbook deadline.



New proposal is presented at Curriculum Committee who will vote on implementation

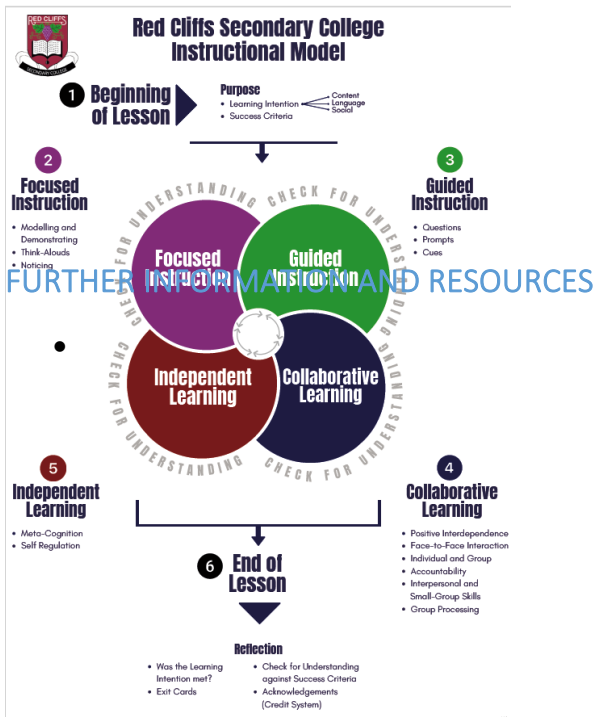


If passed, Domain manager to make necessary changes to the handbook proof and place new documentation on the One Drive / Team Drive



Curriculum Leader to liaise with Report Manager to ensure relevant report outcomes are generated

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School-wide Positive Behaviour Support

	RESILIENCE	COMPASSION	SUCCESS	CITIZENSHIP
ALL SETTINGS	<p>"WE ARE STRONG, GROWING, BOUNDLESS AND AMBITIOUS"</p> <ul style="list-style-type: none"> I have a positive growth attitude. I do my best even when things are challenging. I bounce back from difficult situations. I try strategies to improve my learning. I attend school regularly. 	<p>"WE VALUE OURSELVES, OTHERS AND OUR ENVIRONMENT"</p> <ul style="list-style-type: none"> I follow the school efforts to learn and teachers to teach. I respect the unique qualities of others. I speak and behave courteously. I take care of my property and respect the property of others. 	<p>"WE COMFORTABLY STRIVE FOR EXCELLENCE"</p> <ul style="list-style-type: none"> I set and work towards achieving my challenging goals. I take responsibility for my learning by being on time, organised and prepared for class. I show initiative. I am proactive in seeking learning opportunities. I lead when the change presents. 	<p>"WE ACT IN THE BEST INTERESTS OF OUR COMMUNITY"</p> <ul style="list-style-type: none"> I actively participate in our school. I look before I act. I accept the consequences of my actions. I wear the correct College uniform. I follow our school rules and procedures. I speak up for the rights of others. I have a vision to improve things that are not right.
CLASSROOMS	<ul style="list-style-type: none"> We approach everything with a growth mindset. We are positive and bounce back from difficulty. We do our best and never give up. We learn from our mistakes. We act on feedback. 	<ul style="list-style-type: none"> We are caring, considerate and demonstrate empathy towards others. We practice gratitude, empathy and mindfulness. We look after our classroom. We are responsible for our belongings. We are accountable for our actions. 	<ul style="list-style-type: none"> We set goals and strive to achieve them. We are punctual and organised to learn. We have a positive mindset and self belief. We are accountable for our learning. We take on challenges. 	<ul style="list-style-type: none"> We are active and engaged members of our College and the wider community. We build positive and respectful relationships. We use respectful language towards everyone. We value the belongings of others. We are inclusive of others.
LOCKERS	<ul style="list-style-type: none"> We wait patiently for others. 	<ul style="list-style-type: none"> We wait for friends outside locker areas. We act safely around others. We walk in locker areas. 	<ul style="list-style-type: none"> We keep our locker organised and secure. We collect all required books, equipment and move on quickly. We enter locker areas at designated times. 	<ul style="list-style-type: none"> We take care of school property and spaces. We use polite language. We put our rubbish in the bin. We put our rubbish in the bin.
BATHROOMS	<ul style="list-style-type: none"> We wait patiently for others to leave. We try to use the toilets outside of class time. 	<ul style="list-style-type: none"> We are mindful of the privacy of others. We move out of the area quickly. We keep the facility clean after use. 	<ul style="list-style-type: none"> We move to class promptly. We change for PE in the appropriate rooms. 	<ul style="list-style-type: none"> We report graffiti and misuse to staff. We are hygienic and wash our hands after use. We clean up after ourselves.
CAFETERIA	<ul style="list-style-type: none"> We wait patiently to be served. 	<ul style="list-style-type: none"> We use polite language. We are mindful of the personal space of others. 	<ul style="list-style-type: none"> We are ready to order. We move on once served. We put our rubbish in the bin. 	<ul style="list-style-type: none"> We pick up rubbish when we purchase. We use our own money to purchase. We keep the tables and sitting area tidy. We clean up after ourselves.
YARD	<ul style="list-style-type: none"> We play fairly with others. We follow the agreed rules of the games. 	<ul style="list-style-type: none"> We use polite language. We act safely towards others. We act friendly and include others. We share spaces. We are mindful of the personal space of others. 	<ul style="list-style-type: none"> We use designated play spaces appropriately. We put our rubbish in the bin. We move to class promptly. 	<ul style="list-style-type: none"> We take care of school property and spaces. We maintain safety at all times. We pick up rubbish when we notice it.
CORRIDORS	<ul style="list-style-type: none"> We wait patiently for others. 	<ul style="list-style-type: none"> We act safely around others. We use polite language. We tidy others. We put our rubbish in the bin. We make room for others. 	<ul style="list-style-type: none"> We walk in corridors. We move to class promptly. We line up patiently outside classrooms. 	<ul style="list-style-type: none"> We make room for others. We only use corridors at designated times. We keep to the left side. We pick up rubbish when we notice it.

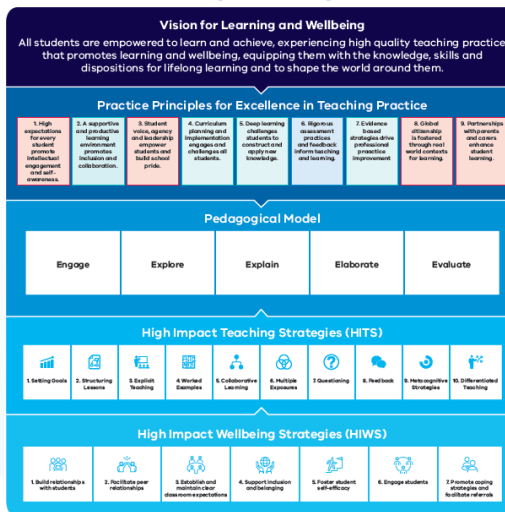
OUR COLLEGE VALUES REFLECT OUR COMMITMENT TO PROVIDING A HOLISTIC EDUCATION. OUR AIM IS TO DEVELOP STUDENTS' EMOTIONAL INTELLIGENCE WHICH FOSTER HUMAN CONNECTIONS AND KEY PERSONAL ATTRIBUTES TO EMBRACE OPPORTUNITIES, NAVIGATE THE CHALLENGES OF LIFE AND SUCCEED ACADEMICALLY.

The Framework for Improving Student Outcomes (FISO 2.0) helps schools lift student outcomes and build system capability



The HITS are 10 instructional practices that reliably increase student learning wherever they are applied

Victorian Teaching and Learning Model (VTLM)



A Vision for Learning and Wellbeing helps create a unified set of values and beliefs to drive a high performance learning culture

The Practice Principles are 9 signature pedagogies which make the difference in improving student achievement and motivation

The Pedagogical Model describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles

The High impact Wellbeing Strategies (HIWS) are 7 practical, evidence-based strategies that have a significant effect on student wellbeing


* The Victorian Early Years Learning and Development Framework (VEYLDF) is a resource for primary school teachers. Abilities Based Learning and Education Support (ABLES) is a resource for teachers of students with additional learning needs whose achievement is described in the Victorian Curriculum Towards Foundation, levels A to D.

For materials specific to each learning area, see: [Curriculum Learning Areas](#)

The *F-10 Curriculum Update* provides advice about the implementation of the F-10 curriculum in Victoria, including developments, resources and professional learning opportunities.

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The senior secondary curriculum includes pathways to education or training beyond school:

- [VCE - Victorian Certificate of Education](#)
- <https://www.vic.gov.au/about-the-vce-vocational-major>
- [VET - Vocational Education and Training](#)
- [EAL Developmental Continuum P-10](#)
- <http://www.education.vic.gov.au/school/teachers/teachingresources/literacynumeracy/Pages/literacyschools.aspx>
- The  [Revised Curriculum Planning and Reporting Guidelines \(pdf - 1,010.58kb\)](#) provide advice for Victorian schools on the effective use of the curriculum to develop whole-school teaching and learning plans and to report student learning achievement.
- A range of resources have been developed to support the implementation of the Victorian Curriculum including information regarding curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities.
- In addition to resources on this website and the Victorian Curriculum F–10 website, the VCAA also provides the [Curriculum Planning Resource](#) portal, designed to support school leaders to plan and document a comprehensive whole-school curriculum.
- For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the [Quick Guide](#)

[Home](#) >



[Student Reporting in government schools in 2017](#)

REVIEW CYCLE AND EVALUATION

- Policy to be reviewed end of 2022 by the Curriculum Committee. Review to be led by the Curriculum & eLearning Leader. Policy has also been reviewed by State Reviewer 2022 as part of our four yearly DET review

This policy was last ratified by School Council in 2022, following the development of our new strategic plan post review

This policy will be reviewed annually and where necessary to respond to any DET directives for changes to delivery of Curriculum

For example, planning and professional development is well underway in preparation for the new VCE year 12 certificate including VCE VM & VCE Pathways

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx>