

Purpose:

Curriculum covers all the arrangements the College 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.

Scope:

Our College will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet the demands of students. The Victorian curriculum will be implemented from Foundation to Year 12.

The Department of Education and Training places a high priority on the teaching of Reading, Writing, Maths, Physical Education, Languages and Science. Our College also places a high priority on the teaching of these learning areas.

College curriculum programs are designed to enhance effective learning.

Teaching and learning programs will be resourced through the effective use of all resources; human, physical, fiscal etc.

Curriculum Overview:

Bannockburn College implements the Victorian Curriculum F-10 which 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.

The design of the Victorian Curriculum F-10 is set out below:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health & Physical Education
- The Humanities
- Technologies

- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Reporting Achievement:

To students: Feedback will be given about current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

To staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

To parents: Each semester, parents will be provided with a written summary report that includes teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement and wellbeing so parents are fully informed in relation to the learning and development of the whole child.

Throughout the semester parents will be kept informed of their student's achievement progress and areas for future learning through the sharing of student achievement within our Guaranteed and Viable Curriculum (GVC) continuum on Compass. This in time, will strengthen home/school partnerships and will foster community engagement in learning.

Informal opportunities for parents/carers to meet with teachers will occur before and after school on a daily basis with all teaching staff being present in the learning communities between 8.50 and 9am and 3.30 and 3.40pm. All students belong to a homegroup. A child's homegroup teacher is the primary contact for parents and carer's to ensure that a strong relationship is developed and effective communication is built and maintained.

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

Program:

Our College will provide a variety of programs (as needed) that will address the specific needs of students in relation to 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 25 hours student instruction per week.

The Victorian curriculum will be used as a framework for curriculum development and delivery at Foundation to year 10 in accordance with DET policy and guidelines.

The DET requirements related to the teaching of Reading, Writing, Maths, Physical Education and Languages 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. The College will develop its 1:1 learning program with a focus on iPads P-6 and laptops 7-12.

In developing its curriculum plan the College will provide a broad range of educational pathways to ensure improved student outcomes.

The Leadership Team will meet regularly to track whole College data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, College based testing, ACER tests, teacher judgments based on learning outcomes in the Victorian curriculums. Tools used will include SPA and Compass.

Student learning outcomes data will be reported in the Annual Report to the College 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 which are connected with this policy are:

<http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>

<http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan – including time allocations

Review Cycle and Evaluation:

This policy was last ratified by College leadership on **May 2021** and is scheduled for review in **May 2022**.

Curriculum Plan – including time allocations

Years Foundation - 12

The curriculum is based on the Victorian curriculum. The breakdown of the weekly cycle is as follows:

Early Years (P-4)	
Domain	Sessions per week
English	10
Mathematics	8
Learning for Life (Science, Technologies, Humanities, Social and Emotional Learning)	7
Languages (French)	1
Health and Physical Education	2
Visual Arts	1
Performing Arts	1
TOTAL	30 Sessions per week

Middle Years (5 & 6)		Middle Years (7 & 8)	
Domain	Sessions per week	Domain	Sessions per week
English	10	English	5
Mathematics	6	Mathematics	5
Learning for Life	2	Learning for Life	2
Languages	2	Languages	3
Health and Physical Education	2	Health and Physical Education	3
Visual Arts	1	Arts	3
Performing Arts	1	Science	3
Science	2	Humanities	3
Humanities	2	Technologies	3
Technologies	2		
TOTAL	30 Sessions per week	TOTAL	30 Sessions per week

Later Years (9-12)	
Domain	Sessions per week
6 subjects	5 sessions per subject
English and Maths Core Subjects	
4 Electives per semester Please see Later Years Handbook for Course Selection options.	
TOTAL	30 Sessions per week

Please see Later Years Handbook for full details of subjects offered in the Later Years.

Related Documents

Later Years Handbook