



# Lorne P-12 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 classes are organised and decisions on the need for and the use of facilities and resources.

Lorne P-12 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 culturally inclusive curricula.

### SCOPE

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan. Lorne P-12

College will meet the minimum standard with:

- Time allocations per each of the eight key learning areas (*Appendix 1*)
- An Outline of how the school will deliver its curriculum (*Appendix 2*)
- A whole school curriculum plan (*Appendix 3*).

### POLICY

#### CURRICULUM GUIDELINES

Lorne P-12 College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Lorne P-12 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 demand designed to enhance effective learning for the 21st century.

The Department of Education and Training (DET) places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas.

Preparing young people for the transition from school into further education and careers will be a critical element in our senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

### PROGRAM

#### a. Program Development

Lorne P-12 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 school will identify and cater for the different needs of particular 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.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.

Lorne P-12 College will ensure compliance and quality assurance requirements to AQTF Standards in

delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs. The school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

#### **b. Program Implementation**

The Lorne P-12 College teaching 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.

To facilitate this implementation, course handbooks, assessment criteria and record keeping documentation and proformas will be produced that reflect the Victorian Curriculum.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.

The use of Information and Communications Technologies (ICT) 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 own endorsed policy.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

#### **c. Student Wellbeing and Learning**

Lorne P-12 College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- Providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- Providing a flexible, relevant, inclusive and appropriate curriculum
- Accommodating student developmental needs within the Victorian Curriculum stages of schooling.

#### **i. Students with Disabilities**

The Department of Education and Training and Lorne P-12 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.

Lorne P-12 College will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

## ii. Koorie Education

Lorne P-12 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
- 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.

### **d. Program Evaluation & Review**

The teaching teams meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed includes, but is not limited to, NAPLAN, On Demand, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school-based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.

Every year our school audits the curriculum using an audit tool. This tool enables professional learning teams to audit the curriculum of a particular program to see which learning areas, capabilities and achievement standards of the Victorian Curriculum are currently being addressed. This audit informs future curriculum planning.

At Lorne P-12 College we improve the rigour of our teachers through the Staff Performance and Development Process. Teacher goals are aligned with the school's Annual Implementation Plan (AIP) and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school leadership team oversees teacher practice, including working with staff through the Performance and Development process. The school utilises written materials, workshops, external and internal expertise, personalised coaching, peer observation and 1-1 meetings to support staff to improve their practice, through the setting of goals and targets, and through the provision of evidence to demonstrate teacher professional growth and development.

The College regularly reviews curriculum programs within stages of learning. This review includes feedback from all stakeholders, including students, parents and staff. Mechanisms for gaining feedback include forums, surveys and school visitations.

To support teachers to evidence student learning growth and teaching practice improvement, the school utilises individual learning plans. Using assessment data, teachers identify students that are performing 12 months above and below expected levels in literacy and numeracy, they focus on specific student achievement outcomes in the child's zone of proximal development and implement differentiated teaching plans. This program supports teachers to use data strategically to identify priorities for improvement, encourage moderation and reflective practice, and build collective responsibility for improving teaching and learning.

### **Use of Student Data**

Assessment data is extensively used across the school to inform teaching, track cohort and individual improvement, track achievement towards teacher and school goals, for feedback to students, for reporting to achievements to parents, for reporting school achievements to DET and the community.

All teachers complete the assessment tasks as specified on the school's Assessment Schedule (*Appendix 4*).

Students who are identified as being either 12 months below or above the expected level in Literacy and/or Numeracy areas require an Individual Learning Plan to be developed. These are shared with parents and support the close monitoring of students who have additional learning needs. These needs are supported with differentiated teaching, alternative programs, intervention and extension activities and programs.

Our curriculum is articulated in easy to understand 'I can' statements P-10, which supports students to self- assess and reflect on their current learning and future learning needs, provides clear feedback to students about their achievements, and aids students and teachers in setting personalised student learning goals.

Student assessment data is openly shared across school teams. The professional learning teams work collaboratively to develop shared accountability of the student learning results and strategically tackle areas

of student learning need. Teachers engage in moderation and professional conversations in regard to student achievement data and learning needs.

Student learning outcomes data is analysed by the school leadership team with Strategic Plan and AIP achievement targets being reviewed at least every 6 months. Student learning outcomes against the set targets are also presented to the School Council. 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.

#### **e. Language Program**

The College has a P-12 Language program in Indonesian. At P-6 level students study the language one 50-minute period per week, at Years 7-8 two periods per week and at Years 9-10 students the language or a cultural study (student choice) five periods per week. Students can study VCE Indonesian at Years 11 and 12 with 5 periods per week taught. The program at Years P-12 is delivered by a qualified specialist Indonesian teacher.

#### **COMMUNICATION**

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

- Available publicly on school website
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Annual reference in school newsletter
- Discussed at student forums/through communication tools
- Hard copy available from school administration upon request

#### **FURTHER INFORMATION AND RESOURCES**

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Koorie Education](#)
- [Languages](#)
- [Physical & Sport Education](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Using Digital Technologies to Support Learning and Teaching](#)

Link to the Victorian Curriculum and Assessment Authority (VCAA):

- [The Victorian Curriculum](#)
- [Victorian Certificate of Education \(VCE\)](#)
- [Victorian Certificate of Applied Learning \(VCAL\)](#)

Appendices which are connected with this policy are:

- Appendix 1: Key Learning Area Time Allocations
- Appendix 2: Curriculum Delivery Sample Scope and Sequence
- Appendix 3: Whole School Curriculum Plan

- Appendix 4: Whole School Schedule Example
- Appendix 5: Numeracy Planner Example

#### **POLICY REVIEW AND APPROVAL**

Policy last reviewed	November 2022
Consultation	School Council
Approved by	Principal
Next scheduled review date	Jun 2024

# Appendix 1

## Lorne P12 College Curriculum Time allocations

### Foundation - Year 12

The curriculum, Prep – Year 10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is 50

minutes. The breakdown of the weekly cycle is as follows:

<b>Foundation to Year 4</b>	
<b>Domain</b>	<b>Minutes per week</b>
English	500
Mathematics	500
Science or Humanities	300
Languages	50
PE/ Health & Sport	50
Art	50
Music	50
<b>TOTAL</b>	<b>1500 per week</b>

<b>Year 5 – Year 6</b>	
<b>Domain</b>	<b>Minutes per week</b>
English	500
Mathematics	500
Science & Humanities	300 (200 Year 6)
PE/ Health & Sport	50
Languages	50
Art	50
Music	50
Technology (Year 6 only) wood, food, digital, textiles	100
<b>TOTAL</b>	<b>1500 per week</b>

<b>Year 7 – Year 8 (all subjects are core)</b>	
<b>Domain</b>	<b>Minutes per week</b>
English	350
Mathematics	350
Science	150
Humanities	150
Language (Indonesian)	100
PE/ Health	150
Art	100
Technology (Music, Wood, Food and STEM)	150
<b>TOTAL</b>	<b>1500 per week</b>

<b>Year 9 – Year 10 (all subjects core except the two elective blocks)</b>		
<b>Domain</b>	<b>Minutes per week</b>	
English	200	250
Mathematics	200	250
Science	150	250
Humanities	150	150
PE/Health	100	100
Electives Block 1 # (Food, STEM, Health/PE) Note: Indonesian was offered within this block, however no student selected the subject	200	250
Electives Block 2 # (Art, Music, Product Design and Technology)	200	250
Advance	300	0
<b>TOTAL</b>	<b>1500 per week</b>	

# = One subject per Semester

<b>Year 11 VCE Subjects 2022</b>	<b>Minutes per week</b>
English	250
Geography	250
History	250
Product Design and Technology	250
General Maths	250
Biology	250
Physics	250
Music (VET)	250
Health and Human Development	250
Business Management	250
Studio Art	250
Psychology	250
Food Studies	250
<b>TOTAL</b>	<b>1500 per week</b>

<b>Year 12 VCE Subjects 2022</b>	<b>Minutes per week</b>
English	250
Product Design and Technology	250
Maths Methods	250
Chemistry	250
Biology	250
Physics	250
Music (VET)	250
Health and Human Development	250
Studio Art	250
<b>TOTAL</b>	<b>1500 per week</b>

<b>Year 11 – Year 12 VCAL</b>	
<b>Units</b>	<b>Minutes per week</b>
Literacy	250
Numeracy	250
Personal Development Skills/Work Related Skills	250
Industry Specific Skills (VET Certificate Music)	250
Industry Specific Skills (SBA)	1 DAY (a number of VCAL students completing an SBA)
<b>TOTAL</b>	<b>1500 per week</b>





