



## CURRICULUM AND STUDENT LEARNING FRAMEWORK GUIDE

### GUIDE PURPOSE

This Guide is designed to support Melba College to meet VRQA Curriculum and Student Learning minimum standard.

Evidence will be held in Melba College to meet the following requirements:

- an explanation of how appropriate time is allocated across the eight learning areas  
The eight learning areas are:
  - English
  - Mathematics
  - Sciences (including Physics, Chemistry and Biology)
  - Humanities and Social Sciences (including History, Geography, Economics, Business, Civics and Citizenship)
  - The Arts
  - Languages
  - Health and Physical Education
  - Information and Communication Technology; and Design and Technology
- an explanation of how and when curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum, whether through the Australian Curriculum, AusVELS or other approved curriculum programs, integrated programs or online learning
- a whole-school curriculum plan showing how the curriculum is organized
- documented strategy to improve student learning outcomes

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.

Melba 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.

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

Melba College will meet the minimum standard with:

- **A time allocation per learning area** (at Appendix 1 of this Guide)
- **A explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An Outline of how the school will deliver its curriculum** is found in the Melba College Scope and Sequence.
- **A whole school curriculum plan** is found in the Melba College Scope and Sequence.

- **A documented strategy to improve student learning outcomes** (is found within the School Strategic Plan)

## **CURRICULUM GUIDELINES**

Melba College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Melba 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 that are regularly revised to meet the needs of students and community demands that are 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 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 senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

## **PROGRAM**

### **I. Program Development**

Melba 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 Australian Curriculum (AC) and Victorian Essential Learning Standards Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DEECD 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.

Melba 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.

### **II. Program Implementation**

The Melba College Curriculum Committee 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 pro-formas will be produced that reflect the Victorian Curriculum F-10.

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 Melba College Council.

### **III. Student Wellbeing and Learning**

Melba 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 Foundation–10: Structure stages of schooling

#### **IV. Students with Disabilities**

The Department of Education and Training, and Melba College is 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.

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

#### **V. Koorie Education**

Melba College is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- 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.

#### **VI. Program Evaluation & Review**

The Curriculum Committee will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school based testing, teacher judgments based on learning outcomes in AC and Victorian Curriculum F-10.

Every year our school will do an audit of the curriculum using an [audit tool \(Word - 32Kb\)](#). This tool will enable professional learning teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum F-10 are currently being addressed. This audit will inform future curriculum planning.

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.

#### **LINKS AND APPENDICES (INCLUDING PROCESSES RELATED TO THIS POLICY)**

Links to DET School Policy & Advisory Guide:

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

Appendices which are connected with this policy are:

- Appendix A: Time allocations per learning area Foundation to Year 12

## EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

<b>Policy Reviewed by School Council</b>	<b>Person Responsible for Policy</b>	<b>Next School Council Review</b>
2019	Assistant Principal - Accountabilities	2022

## Appendix A

### Time allocations per learning area and Senior Secondary Foundation - Year 12

The curriculum, 7 – Year 10 is based on the Victorian Curriculum F-10.

The timetable is structured on a weekly basis. Each period is 58 minutes.

The breakdown of the weekly cycle is as follows:

Year 7 – Year 8	
Domain	Minutes per week
English	240
Mathematics	240
Science	180
Humanities	180
Languages	180
PE/ Health	120
Sport	120
Arts (Drama, Music, Art and Film) #	120
Technology (Vis Com, Wood, Food and IT) #	120
<b>TOTAL</b>	<b>1500 per week</b>

# = One subject per Semester over two years

Year 9 – Year 10	
Domain	Minutes per week
English	180
Mathematics	180
Electives Block 1 # Science	180
Electives Block 2 # Humanities	180
Electives Block 3 # Languages	180
Electives Block 4 # PE/ Health	120
Electives Block 5 # Sport	120

Electives Block 6 # (Ag Hort, Wood, Food, Ceramics, Metals or Textiles)	120
Electives Block 7 # (Art, Dance, Drama, Film, Music or Photography)	120
Life Skills and Community Action	120
<b>TOTAL</b>	<b>1500 per week</b>

# = One subject per Semester over two years

\* Includes the Victorian Curriculum F-10 Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains.

Year 11 VCE	
Subject	Minutes per week
English	290
Maths	290
Subject 3	232
Subject 4	232
Subject 5	232
Private Study	232
<b>TOTAL</b>	<b>1508 per week</b>

Year 12 VCE	
Subject	Minutes per week
English	290
Maths	290
Subject 3	232
Subject 4	232
Subject 5	232
Private Study	232
<b>TOTAL</b>	<b>1508 per week</b>

Year 11 – Year 12 VCAL	
Units	Minutes per week
Literacy	232
Numeracy	232
Personal Development Skills	232

Work Related Skills	232
Industry Specific Skills (VET Certificate)	300
Structured Workplace Learning	300
<b>TOTAL</b>	<b>1508 per week</b>

<b>Policy Reviewed by School Council</b>	<b>Person Responsible for Policy</b>	<b>Next School Council Review</b>
2019	Assistant Principal Compliance	2022