



# Wellington Secondary College

## Curriculum Policy

### **Rationale:**

Curriculum covers all the arrangements that Wellington makes for students' holistic development and achievement. It includes the course content, student activities, teaching practices for effective teaching and learning based on the WSC Instructional Model and the principles of Inclusion.

This policy should be read in conjunction with the separate policy and process advice related to our VCE/VCAL program.

Our College encourages its students to strive for excellence in all of their endeavours. To achieve this, Wellington provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

The College maps out its curriculum offerings in the form of a Curriculum Outline in accordance with the guidelines in the *School Information Portal*. The Curriculum Outline shows all subjects offered for Years 7 to 12. Domain Course Outlines are developed annually which show the sequence of topics for each subject at each year level. The teaching and learning sequences for each topic are clearly articulated and designed using the Wellington Curriculum Template.

### **Purpose:**

The purpose of the Curriculum Policy is to provide staff, students, parents and the wider community with a clear outline of the curriculum design and delivery at Wellington. All teaching staff are expected to model their teaching practice on this policy.

### **Guidelines:**

Our school recognises and responds to diverse student needs when developing its curriculum programs. Examples include: Empowering Literacy, Numeracy and Applications, WIELC and the High Flyers Program.

Our school is compliant with all DET guidelines about the length of student instruction time required in Victorian schools.

We offer a broad range of programs to meet the diverse demands of students based on the Australian (Victorian 2017) Curriculum and VCAA Study Designs.

School curriculum programs are designed to enhance effective learning by delivering a consistent and inclusive curriculum with a focus on 21<sup>st</sup> Century Skills which prepare students for life:

- Critical Thinking
- Collaboration
- Creative Problem Solving
- Communication

Teaching and Learning programs are resourced through Program Budgets managed by Curriculum Area Leaders and other key stakeholders.

**Aims:**

Our school provides a variety of programs that address the specific needs of students in relation to gender, special learning needs, inclusion, giftedness and students from language backgrounds other than English.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

The Curriculum Executive, in collaboration with the Heads of Schools, determines the curriculum program for the following year, based on student demand and the needs of the College's Curriculum Plan to maintain balance and a broad provision of subject choices.

AusVELS is used as a framework for curriculum development and delivery at Years 7 to 10 in accordance with DET policy and guidelines.

Curriculum Areas audit the Year 7 to 12 curriculum to ensure that it is aligned with the AusVELS, VCAL and VCAA requirements. This allows Curriculum Area team members to audit the curriculum of a particular program to see which areas are delivering key knowledge and skills. This audit informs future curriculum development.

To facilitate this implementation, course handbooks and assessment timelines are produced that reflect AusVELS, VCAL and VCE.

At the beginning of the school year VCE teachers provide:

- Details of all work they need to complete to achieve an "S" for the unit
- Work for graded assessment
- Guidelines on how to submit work
- Timelines and due dates for the completion of work

The use of Information and Communications Technology (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes for all students.

Middle Years of schooling approaches continue to be developed and implemented via the REAL Program at Year 9 and the alignment of the Year 10 program with VCE subject offerings.

Curriculum Area Leaders are required to prepare a comprehensive annual program budget and submit these to School Council.

The Curriculum Executive meets regularly to track whole school data and identify potential curriculum areas that require focus. The DET endorsed data sets such as: On Demand, NAPLAN, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and the School Information Portal, school based testing, teacher judgments based on learning outcomes in AusVELS are all available to enhance strategies for improved student performance under the guidelines of the 'Education State'.

## Parents:

Parents and guardians will be informed of their child's progress regularly. They will receive two "interim" mid-semester reports each year via Compass, with the opportunity to meet staff at the 3 Way Conferences held at the end of Term One and Term Three. At the end of each semester, parents will receive a full diagnostic report and statement of performance. Parents are welcome to discuss their child's progress at any time by appointment throughout the year.

## LINKS AND APPENDICES (including processes related to this policy)

Links 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>
- <http://www.vcaa.vic.edu.au/vce/>
- <http://www.vcaa.vic.edu.au/vcal/index.html>