



Curriculum Framework

Rationale

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.

Kambrya College encourages its students to strive for excellence in all 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.

Kambrya College will meet the minimum standard with:

- **An explanation of how and when curriculum and teaching practice will be reviewed** (listed within this policy)
- **Appendix 1:** Time allocations per learning area Foundation to Year 12
- **Appendix 2:** Whole school curriculum map which can also show time allocation
- **Appendix 3:** Facilities – Resources (Classrooms / Buildings)
- **A documented strategy to improve student learning outcomes** (listed within this policy)

CURRICULUM GUIDELINES

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

Program Development

Kambrya 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 school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

Vic VELs will be used as a framework for curriculum development and delivery at Year 7 - 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.

Kambrya College will ensure compliance and quality assurance requirements to AQTF Standards in delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

Program Implementation

- The school's *Teaching and Learning Executive* (TALE) will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.
- The DET requirements related to the teaching of Languages 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 develop scope and sequence, full unit documentation to curriculum frameworks- Vic VELs / VCAL / VCE; including Rubric documentation.

Student Wellbeing and Learning

Kambrya 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 Vic VELs.

Students with Disabilities

The Department of Education and Training and Kambrya 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.

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

Koorie Education

Kambrya College is committed to providing culturally appropriate and inclusive programs to Koorie students, via:

- 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/curriculum.
- Implementing initiatives / programs that meet student needs and in partnership with the Koorie community.

Curriculum and Teaching Practice Review

The school's curriculum will be audited on a cyclical basis to ensure currency with the Vic VELs and VCAA requirements for VCE / VCAL. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

STUDENT LEARNING OUTCOMES

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12-month targets.

An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data collection

Data plays a key part in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (E.g. NAPLAN / VCE data).

The School Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

Data analysis

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

Data and achievement reporting

Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.

For 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.

For parents: Student reports and parent/teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET and on the school website.

Links to DET School Policy & Advisory Guide:

- Curriculum
- Framework for Improving Student Outcomes
- Assessment
- 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 1: Time allocations per learning area Foundation to Year 12
- Appendix 2: Whole school curriculum map which can also show time allocation
- Appendix 3: Facilities – Resources (Classrooms / Buildings)

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

Author	Keith Perry- College Principal
Approved by Kambrya College School Council	May 2018
Responsible for Review	Paul Looker- Assistant Principal
Next Review Date	May 2021

Appendix 1: Year 7 – Year 12

The curriculum: Year 7-10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is **50 minutes with Wednesday being 42 minutes**

The breakdown of the weekly cycle is as follows:

Year 7 – Year 8	
Learning Areas	Sessions per week
English	7
Mathematics	6
Science	3
Humanities	3
Languages	3
Health	1
PE	3
Arts (Drama, Music, Art) #	2
Technology (Systems, Wood, Food and IT) #	2
TOTAL	30 Sessions per week

= One subject per Semester over two years

Year 9 – Year 10		
Learning areas	Yr.9 Sessions per week	Yr.10 Sessions per week
English	6	5
Mathematics	5	5
Science	4	5
Humanities	4	5
Languages	3	Elective option
Electives choices: (Different offerings for Yr.9 and for Yr.10) Challenge, Computing, Drama, Dance, Fastfood, Fastland, Women, Forensics, Inter-Sport, Meteorology, Catering, English Lit, Studio Art, Robotics, New Age, Textiles, Finance, Philosophy, Chemistry, Sport	2 x Electives at 4 Sessions 8	2x Electives at 5 Sessions 10
TOTAL	30 Sessions per week	30 Sessions per week

= One subject per Semester over two years

Year 11 VCE	
Subject	Sessions per week
English	5
Subject 2	5
Subject 3	5
Subject 4	5
Subject 5	5
Subject 6	5
Private Study (Only if a student has VET)	
TOTAL	30 Sessions per week

Year 12 VCE	
Subject	Sessions per week
English	5
Subject 2	5
Subject 3	5
Subject 4	5
Subject 5	5
Private study in Year 12	5
TOTAL	30 Sessions per week

Year 11 – Year 12 VCAL	
Units	Sessions per week
Literacy	4
Numeracy	4
Personal Development Skills	4
Work Related Skills	2
Industry Specific Skills (VET Certificate)	6
Structured Workplace Learning	6
Electives	4
TOTAL	30 Sessions per week

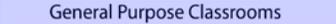
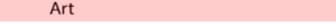
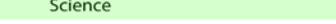
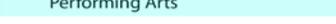
Appendix 2:

KAMBRYA COLLEGE: Facilities / Teaching Resources (Refer to Site Map)

SUBJECT	FACILITY / TEACHING RESOURCE LOCATION
The Arts / Design & Technology	<ul style="list-style-type: none">• Specialist equipped spaces for the following areas:<ul style="list-style-type: none">- Art, Hair/Beauty, Wood Technology, Textiles and Plumbing• Food Technology Kitchen & Classroom• Music Centre (Instrumental) spaces• Specific purpose Theatre
English / Humanities	<ul style="list-style-type: none">• General Purpose Classrooms – Buildings and Portables• Library, as required.
Language	<ul style="list-style-type: none">• Purpose Classrooms• Library, as required.
Science	Fully equipped Science Centre including: <ul style="list-style-type: none">• General Science Classrooms- Buildings and Portables; catering for Yr.7-10 General Science and VCE Biology / Physics / Chemistry.• Preparation Room• Chemical Storeroom
Health & Physical Education	<ul style="list-style-type: none">• General Purpose Classrooms• 3 x full-sized Gymnasium• 1 x Oval – outdoor recreation area• 2 x Outdoor basketball (full size courts)
Mathematics	<ul style="list-style-type: none">• General Purpose Classrooms- Buildings and Portables
ICT	<ul style="list-style-type: none">• Full wireless network• TSSP & Local Technician onsite• Computer Pod in Later Years• All staff have DET Notebooks
VCE	VCE Learning Centre including: <ul style="list-style-type: none">• Careers Office with Career Officer• Student Study Centre
General	<ul style="list-style-type: none">• Library• Canteen

Appendix 3- Facilities – Resources Classrooms / Buildings



	General Purpose Classrooms
	Administration
	Technology
	Art
	Science
	Physical Education
	Performing Arts
	Food Technology

Date last Updated: 20th March 2018