

PARKDALE SECONDARY COLLEGE

CURRICULUM FRAMEWORK POLICY



POLICY DATE: 2022

REVIEW PERIOD: 2022- 2026

APPROVED BY: The Principal – David Russell

Overview

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.

Parkdale Secondary 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 Map. Parkdale Secondary College will meet the minimum standard through:

1. CURRICULUM GUIDELINES

Parkdale Secondary College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Parkdale Secondary College will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Department of Education and Training 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 senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

2. PROGRAM

2.1 Program Development

Parkdale Secondary 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, high ability 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 Student Outcomes (FISO), a model for continuous school improvement.

Key components include:

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

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Year 7 to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. VCAA study designs will be followed for curriculum development and delivery for VCE/VET/VCAL Units of Study.

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

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2.2 Program Implementation

The school 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, 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. ICT use adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching'.

2.3 Student Wellbeing and Learning

Parkdale Secondary 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 by:

- 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; and
- accommodating student developmental needs within the Victorian Curriculum Standards stages of schooling.

2.4 Students with Disabilities

The Department of Education and Training and Parkdale Secondary 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.

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

2.5 Koorie Education

Parkdale Secondary 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, for example via Kingston Koorie Mob
- 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.

2.6 Curriculum and Teaching Practice Review

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. 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 to one meetings to support staff to continually improve their method and practice of teaching

3. 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 the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets.

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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 plays a key part in the ongoing school improvement process.

3.1 Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, PAT- R, PAT-M)

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.

3.2 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 those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

3.3 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. This will be done through student/teacher conferences, continuous reporting learning tasks and setting of learning goals. 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 long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, both continuous and semester, parent/teacher meetings and student led conferences 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 also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

EVALUATION

The Principal Team, in consultation with the School Improvement Team, will be responsible for the will be responsible for the review of this policy.

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APPENDIX A

Learning Area	Year 7	Year 8
	Minutes per week	
English	216	216
Maths	216	216
Humanities	192	192
Science	144	144
Languages	144	144
Health/PE	144	144
Arts	144	144
Technology	144	144
Sport	96	96
Tutor Group	70	70
	1510	1510

Learning Area	Year 9
	Minutes per week
English	216
Maths	216
Humanities	192
Science	144
CONNECT (General Capabilities/Humanities/Careers)	288
Elective subjects (students select 4 per year)	384
Languages	
Health/PE	
Arts	
Technology	
Tutor Group	70
	1510

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Learning Area	Year 10
	Minutes per week
English	216
Maths	216
Learning Journeys (General Capabilities/Humanities/Careers)	144
Elective subjects (students select 4 per semester)	864
Science	
Languages	
Health/PE	
Arts	
Technology	
Humanities	
Tutor Group	70
	1510

Learning Area – Vocational Pathway	Year 10
	Minutes per week
Vocational Literacy	216
Essential Maths	216
Vocational Skills	144
Elective Units (students select 3 per semester)	648
• Science	
• Languages	
• Health/PE	
• Arts	
• Technology	
• Humanities	
• TAFE	288
Tutor Group	70
	1510

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Learning Area – VCE Pathway	Year 11	Year 12
	Minutes per week	
English	216	216
VCE Program (General Capabilities/ Pastoral care/Careers)	48	48
Elective subjects (students select 5/4 per semester)	1080	864
• Maths		
• Science		
• Languages		
• Health/PE		
• Arts		
• Technology		
• Humanities		
Tutor Group	70	70
	1510	1198

Learning Area – VCAL Pathway	Year 11	Year 12
	Minutes per week	
VCAL Literacy	216	216
VCAL Numeracy	216	216
VCAL Work Related Skills	216	216
VCAL Personal Development Skills	216	216
TAFE	288	288
Work Placement	288	288
Tutor Group	42	42
	1482	1482