Rationale

* Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including:
* the Victorian Curriculum F-10
* senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools
* programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.
* Schools access a wide range of educational resources to select appropriate teaching and learning resources, set homework that supports classroom learning, undertake a range of student assessment and reporting activities to support student learning and ensure that classrooms are safe and classroom activities are conducted safely.
* Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including the Australian Curriculum in Victoria (AusVELS) for Foundation – 10, senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools as well as programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.
* There also are a range of programs available to support international students.

Purpose

To ensure Charles La Trobe College complies with DET policy and guidelines in relation to its curriculum framework.

Definition

* The Victorian Curriculum F-10 together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.
* The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student’s current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the ‘Towards Foundation Level Victorian Curriculum’ directly into the curriculum and is referred to as ‘Levels A to D’.
* The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with disabilities.

The Victorian Certificate of Applied Learning (VCAL) is based on applied learning and designed to:

* give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life
* provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

The Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10.  It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment.

Vocational Education and Training (VET) in Schools is a vocationally oriented program that is part of either VCAL or VCE.  It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework.

**Note:** The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and certification of both the VCE and the VCAL.

Schools use a range of programs to support the standard curriculum so that they can develop and provide quality education programs that are engaging and meaningful to students and promote student safety and wellbeing.

Implementation

* The school will use the Victorian Curriculum as the basis of its curriculum framework in Year Prep (Foundation – Year 10.
* The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education (including Sport), Humanities, Languages, Mathematics, Science, Technologies.
* The school may support the Victorian Curriculum with other programs according to priorities e.g. Outdoor Education, Multicultural Education, Drug Education.
* Curriculum is personalised in that each student’s educational program is tailored and structured to their individual needs.
* All students will receive a curriculum offering that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified curriculum.
* The Victorian Certificate of Education (VCE) will be undertaken by students in Years 11 and 12 but can be started in Year 10.
* The school will offer the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools courses.
* In Year Prep (Foundation) – Year 10, time for each domain will be allocated according to the whole-school curriculum plan.
* The school will ensure English as an Additional Language (EAL) is provided for new arrivals.
* If applicable, the school will provide quality and meaningful education for Koorie students by using a range of strategies as described in the Marrung: Aboriginal Education Plan 2016 -2026.
* The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.
* Year Prep (Foundation) – Year 10 curriculum will be reviewed annually according to the school’s priorities.
* A wide range of educational resources to support teaching and learning will be accessed.
* The school will undertake a range of student assessment and reporting activities.
* The school will ensure that classrooms are safe and classroom activities are conducted safely.
* Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
* The school will provide career development and transition programs and advice to support students in their course and career decision making.
* Please refer also to the school’s *Assessment Policy, Multicultural Education Policy, Reporting to Parents Policy,* *Homework (Home Learning) Policy*, *Koorie Education Policy, Wellbeing & Learning Policy, Using Digital Technology Policy* and *s*pecific policies such as the *Drug Education Policy*.

Evaluation

This policy will be reviewed as part of the school’s three-year review cycle or if guidelines change (latest DET updates late March & late April 2017).

Ratification

This update was ratified by the College Council on 15th February, 2018.

Reference

[www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx)

College Specific Procedures

**Policy Statement**

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.

Charles La Trobe College encourages a personalised approach to teaching and learning where every student’s education is structured and tailored to their needs (data driven instruction) to support high levels of student engagement and attainment.

To achieve this, the College provides developmental teaching and learning programs that challenge and support students to build their skills and knowledge. The programs provide a comprehensive, broadly based, inclusive curriculum.

The College documents its curriculum offerings, in the form of ‘Scope and Sequence’ . Theis document describes the content, skills and knowledge through course outlines, term overviews and weekly planners.

Guidelines

Charles La Trobe College will recognise and respond to diverse student learning needs when developing its curriculum programs and curriculum plan (see appendix-a) and use a range of data to inform decisions.

The 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 the needs of students across the different campuses of the College, including: Victorian Certificate of Education (VCE), as well as provide access to offsite participation in Victorian Certificate of Applied Learning (VCAL) and Vocational Educational and Training (VET).

The Victorian Curriculum will be implemented from Years P to 10 at the College.

DET places a high priority on the teaching of Physical and Sport Education, LOTE and ESL.

The College’s curriculum programs are designed to enhance effective learning through the consistent use of identified effective teaching strategies (e.g. High Impact Teaching Strategies, Professional Learning Communities, Professional Engagement Teams). Refer to the College ‘*Teaching and Learning Charter*.’

Preparing young people for the transition from primary to secondary school is a critical element of the primary program and from secondary into further education and careers is a critical element in senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

**Program**

Charles La Trobe 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 non-English speaking background.

Charles La Trobe College’s approach to personalised learning will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan, classroom programs and teaching strategies.

When developing its Curriculum Plan, the College will provide at least 25 hours student instruction per week and a minimum of 300 minutes per day P-12

(<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf> )

The Leadership Team will determine the offering of VCE units and VET programs 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.

The College’s Curriculum Plan will also offer VCAL through other providers.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at years P-10 in accordance with DEECD policy and guidelines.

Strategies outlined in the College *Teaching and Learning Charter* will support this implementation.

In 2017 Charles La Trobe College audited the year Prep to 10 curriculum to update the curriculum scope and sequence to ensure the curriculum is aligned with the Victorian Curriculum.

The scope and sequence is available \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

VCAA study design and course and assessment advice will be followed for years 10 -12 (as appropriate) and an audit of this practice will be conducted each year.

To facilitate this implementation, course outlines, term and weekly planners, assessment schedules, data records, rubrics, assessment for, as and of learning procedures will be developed that reflect the Victorian Essential Learning Standards.

The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and ESL will continue to be implemented as far as annual resources will allow.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

In developing its curriculum plan the College will provide a broad range of educational pathways to ensure improved student outcomes.

Professional learning community leaders and budget managers will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the College Council.