



Curriculum Policy

Wallan Secondary College is committed to having a guaranteed and viable curriculum. It is important to the College and particularly the students that we have high expectations about the content we teach, the way in which we engage students in learning and the means by which we assess their level of understanding. A systematic curriculum mapping process has been developed by the school which allows the College to make decisions about the range of learning experiences offered to our students.

As part of the commitment made by the College to a guaranteed and viable curriculum, all staff are required, under the direction of their Learning Area Leader, to complete detailed and accurate curriculum documentation prior to it being taught.

The intention is to ensure that:

- there is a fully documented curriculum across all year levels,
- the GANAG instructional model is used in every class,
- the workload amongst all staff in documenting curriculum is shared,
- the work in all classes is consistent across the year level,
- learning tasks are well planned and prepared, including assessment, cross marking and moderation.

Wallan Secondary College will recognise and respond to diverse students' needs when developing the curriculum programs and curriculum documentation and will comply with all DET guidelines regarding the length of student instruction time required in Victorian schools (25 hours per week).

School curriculum programs will be designed to enhance effective learning. The curriculum is designed to prepare students for further education and lifelong learning.

There are three tiers of curriculum documentation:

1. Year Planner
2. Term Planner (Scope and Sequence)
3. Weekly Planner (specific lessons with GANAG)

Wallan Secondary College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, giftedness and students from language backgrounds other than English. The College will also identify and cater for the different needs of particular cohorts of students.

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

Learning Area Leaders will be required to review and regularly update the curriculum documentation and prepare comprehensive annual program budget and submit these to the College Council.

Victorian Curriculum: Year Seven – Year Ten.

The Victorian Curriculum F-10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed and demonstrated by students in and through their learning across the curriculum.

Victorian Curriculum F-10

Learning Areas	Capabilities
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English Health and Physical Education The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	Critical and Creative Thinking Ethical Intercultural Personal and Social

VCE Year Eleven and Year Twelve.

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the Study Design written by the VCAA. The decision about satisfactory completion of outcomes is based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

VCAL Year Eleven and Year Twelve.

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to the achievement of the learning outcomes. The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning guides contain learning outcomes for VCAL Literacy and Numeracy Skills, Work Related Skills and Personal Development.

Course outlines for every unit taught as part of the VCE/VCAL curriculum will document the following:

- the relevant VCAA, VCE/VCAL Study Design outcomes assessed,
- the topics/themes students need to address,
- a timeline indicating preferred dates for SAC/SAT assessment and allocation of marks ensuring that they correspond with VCAA mark allocations for each outcome (VCE) or competency (VCAL).

This policy was ratified by the College Council of Wallan Secondary College:

Date: 20th October, 2020

Signature of Council President: By Proxy

Signature of College Principal: