

Sacred Heart College



Yarrowonga

LT 7.2

Curriculum Framework and Review Policy

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|-----------------------------|--|
| Ratified by Leadership | 2019 |
| Responsibility for currency | DP – Learning & Teaching |
| Year for next major review | 2020 |
| Record of revisions | 2019 Additional of Commitment to Child Safety, time allocations, Addition of Vision, Grad Outcomes, Procedures as appendix 2019 Updated to reflect 2019 timetabling Added Appendix B into the document |

RATIONALE

Staff at Sacred Heart College are called to share in a special way in the mission of the Church. The work of school leaders, teachers and school officers (support staff) requires a sophisticated array of knowledge, skills and attributes, which, in the face of constant and rapid social, economic, technological and educational change, requires continual enhancement.

The curriculum Sacred Heart College implements the Victorian Curriculum, the Source of Life, the Victorian Certificate of Education Studies, the Victorian Certificate of Applied Learning Strands and Vocational Education and Training to provide purposeful education programs that develop students' knowledge, skills and abilities.

Sacred Heart College undertakes curriculum review as an essential component of this College's commitment to improving student learning outcomes. A well-planned, viable and consistently delivered curriculum is valued and recognised as a major contributing factor towards improvement in student learning outcomes.

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have the right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

INCLUSIVE EDUCATION

Sacred Heart College:

- Is committed to ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers,
- acknowledges and responds to the diverse needs, identities and strengths of all students,
- students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- will make reasonable adjustments, where necessary, to accommodate students with disabilities or additional needs.

A positive classroom environment is fostered contributing to positive attitudes and beliefs about disability, positive learning, engagement and wellbeing outcomes for all students.

VISION STATEMENTS:

At Sacred Heart College we believe that:

- 1.** Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
- 2.** Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
- 3.** Our College is a community where all members work in partnership to contribute to the holistic development of each individual.

4. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

GRADUATE OUTCOMES

As a graduate of Sacred Heart College our graduates:

- Are called to live out the Mercy values and follow the teachings of Jesus; know that they are loved by God;
- are empowered as a learner to achieve their best;
- are a curious and creative learner who seeks growth through challenge;
- have the courage to act with integrity;
- contribute positively to the community;
- are responsible, respectful and inclusive;
- are attentive to their spiritual, physical, academic and emotional growth.

STATEMENTS OF BELIEF

Sacred Heart College believes:

- That hope filled and life-giving curriculum offerings have the potential to cultivate the conditions for human flourishing
- That education in the Mercy tradition invites us to take up the challenge – one that encourages us to fully develop our own God given talents.
- A guaranteed and viable curriculum is the school level factor that has the most impact on student achievement. (Marzano, 2003)
- The curriculum is structured as a learning continuum from F-10 which enables teachers to identify student's current levels of achievement and then plan for progress. (VCAA)
- That Senior Secondary programs on offer enable students to prepare for diverse pathways.

GOALS AND GUIDELINES

- To ensure that we are addressing the requirements of the mandated State Curriculum and Diocesan Religious Education curriculum.
- To ensure we are monitoring the implementation of the Curriculum.
- To ensure that all Learning Areas have a Learning Area Leader who oversees the implementation of the Curriculum and reports back to leadership.
- To ensure consistent delivery of learning and teaching within Learning Areas and Year Levels.
- To ensure that Learning Areas meet to evaluate the progress and achievements of students.
- Each year a curriculum review will be done in early Term Three to use the data sets and teacher judgements to make an evaluation and undertake revisions.

- After the Senior Secondary results are released an evaluation of student achievement will be undertaken in relation to the delivery of the curriculum.
- Evidence of differentiation for learners of different abilities is to be documented.

IMPLEMENTATION

Sacred Heart College will:

- Publish a whole-school curriculum map for the Victorian Curriculum F-10.
- Publish the time allocations for Learning Areas and Capabilities for Year 7-10.
- Publish Senior Course Handbooks for Year 10 – 12 outlining the subject and pathway offerings.
- Curriculum documentation, learning and teaching resources and assessment tasks and formative rubrics are to be created by teachers working in teams facilitated by the Learning Area Leader.
- Publish a documented strategy for improving student learning outcomes.
- Provide responsive curriculum offerings to best meet the diverse needs of learners.
- Learning and Teaching programs will be funded through Learning Area budgets.
- Each Learning Area will collect and use evidence to assess the effectiveness of learning and teaching programs.

REFERENCES

Appendix A: Curriculum offerings 7-10 and allocated time.

REVIEW

This policy is to be reviewed every year.

Initially Ratified: 2020

APPENDIX A: CURRICULUM OFFERING 7-10 & ALLOCATED TIME

Year 7

| Learning Area | 75 minute Lessons | % of Hours Per 10 Day Cycle |
|--|--------------------------|------------------------------------|
| English (Critical & Creative Thinking Capability) | 6 | 15% |
| Mathematics | 6 | 15% |
| Science | 4 | 10% |
| Humanities | 5 | 12.5% |
| Physical Education (Personal and Social Capability) | 3 | 7.5% |
| Health (Personal and Social Capability) | 1 | 2.5% |
| Religious Education (Intercultural Capability and Ethical Capability) | 2 | 5% |
| Digital Technologies | 2 | 5% |
| Arts/Technology Students complete 13 weeks of each of the following electives: Woodwork, Art and Food Technology | 5 | 12.5% |
| Performing Arts: Music | 2 | 5% |
| Reading | 2 | 5% |
| STEM | 2 | 5% |
| LOTE: Italian Taster | Taster courses | N/A |

Year 8

| Learning Area | 75 minutes Lessons | % of Hours Per 10 Day Cycle |
|--|---------------------------|------------------------------------|
| English (Critical & Creative Thinking Capability) | 7 | 17.5% |
| Mathematics | 6 | 15% |
| Science | 5 | 12.5% |
| Humanities | 6 | 15% |
| Physical Education (Personal and Social Capability) | 4 | 10% |
| Health (Personal and Social Capability) | 1 | 2.5% |
| Religious Education (Intercultural Capability and Ethical Capability) | 2 | 5% |
| Digital Technologies | 2 | 5% |
| Music | 2 | 5% |
| Arts/Technology Students complete 13 weeks of each of the following electives: Woodwork, Art and Food Technology | 5 | 12.5% |
| LOTE: | Exemption | Exemption |

Year 9

| Learning Area | 75 minutes Lessons | % of Hours Per 10 Day Cycle |
|---|---------------------------|------------------------------------|
| English (Critical & Creative Thinking Capability) | 6 | 15 |
| Mathematics | 6 | 15 |

| | | |
|---|---|------|
| Science | 5 | 12.5 |
| Humanities | 6 | 15 |
| Physical Education (Personal and Social Capability) | 3 | 7.5 |
| Health (Personal and Social Capability) | 1 | 2.5 |
| Religious Education (Intercultural Capability and Ethical Capability) | 2 | 5 |
| Electives | 5 | 12.5 |
| Electives | 5 | 12.5 |

Year 10

| Learning Area | 75 minutes Lessons | % of Hours Per 10 Day Cycle |
|---|---------------------------|------------------------------------|
| English (Critical & Creative Thinking Capability) | 6 | 15 |
| Mathematics | 6 | 15 |
| Science | 5 | 12.5 |
| Humanities | 5 | 12.5 |
| Physical Education (Personal and Social Capability) | 3 | 7.5 |
| Health (Personal and Social Capability) | 1 | 2.5 |
| Religious Education (Intercultural Capability and Ethical Capability) | 2 | 5 |
| Electives/VET/VCE | 6 | 15 |
| Electives/VET/VCE | 6 | 15 |

APPENDIX B: Curriculum Review Procedures

YEAR 1 (Year prior to implementation)

Learning Area Leaders with their team collaboratively undertake a curriculum audit using the Victorian Curriculum Mapping templates and instructions. The Learning Area leader then meets with the Deputy Principal – Learning, Teaching & Professional Practice to discuss findings and map out an overarching approach.

From here, the Learning Area team develop a Scope and Sequence chart using the Sacred Heart College Template and save in Victorian Curriculum Learning Areas Folder. The Learning Area team then collaboratively plan and document the unit, identifying teacher and student resources. Identifying and sourcing relevant professional learning in line with PL policy and plan. They then complete a unit plan/ lesson activities. Ensuring that it is aligned to the achievement standards/learning outcomes and allows for students to progress along the learning continuum.

They then develop the assessment (desired learning outcomes) and use the SHC Common Assessment Task Template to document and guide the assessment. Rubrics aligned to the Curriculum Standards are developed and used to ensure consistency of assessment.

YEAR 2 (Implementation)

The new course is implemented. Throughout the unit the teachers evaluate the effectiveness of the new program in terms of student engagement and achievement of learning outcomes through moderation of common assessment tasks and through professional conversations. Other data assessment tools available for use include ACER tests, e.g. PatMaths, Pat-R, ewrite and Naplan/VCE Data.

Achievements and recommendations should be documented and discussed in Learning Area meetings. Samples of student work that is below satisfactory, satisfactory and above satisfactory is maintained by the Learning Area Leader to assist teachers in ensuring consistency in assessing student performance. Students are provided with opportunities to give feedback on curriculum and pedagogical practice through class surveys, questions and interviews.

YEAR 3

This is a year of consolidation and acting upon recommendations made in Year 2. At the end of the unit a course evaluation (as determined by the Learning Area) is completed. Recommendations for year 3 are documented.

This is a year of consolidation of the learning program. (Improvements or adjustment made in light of feedback from Year 2 or in response to the learning needs of the students.)

In year 3 there should be more information about the effectiveness of the course. Where feasible this is collected and analysed, and key findings discussed and documented at the Learning Area level.

YEAR 4

Full Review of Program. Learning Area recommendation to continue with the learning program mostly unchanged, or to undertake a major revision or to discontinue program and to develop an alternative. Report contains information regarding curriculum alignment, student engagement and student achievement of learning outcomes. Data tools such as Naplan, ACER and VCE / VET / VCAL data will be used. Student feedback survey and report to be included in the report.

Note: Courses may need to be developed outside of the review cycle due to Diocesan, State or Federal curriculum review schedules.

Some programs may not run in a particular year due to student subject selection choices or other resourcing requirements.