

CURRICULUM & STUDENT LEARNING POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact our office administrative team, on (03) 5248-1400.

PURPOSE

In the context of this policy, 'curriculum' covers all the arrangements the College makes for student 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.

Newcomb Secondary College encourages its students to strive for excellence in all of their endeavours. To achieve this, the College provides sequential teaching and learning programs that deliver a comprehensive, progressive, broad-based and inclusive curricula, informed by the DET Framework for Improving Student Outcomes (FISO), along with the College's own Quality Elements and Positive Futures Frameworks.

Each year the College will map out its curriculum offerings. This will be in the form of a Curriculum Plan, which will include:

- A time allocation for each of the eight key Domain Areas (in addition to our Getting Ready for the Outside World core subject for Years 7-10).
- An explanation of how curriculum and teaching practice will be reviewed.
- An outline of how the school will deliver its curriculum.
- A whole school curriculum overview.
- A documented strategy to improve student learning outcomes (consistent with and informed by the School Strategic Plan)

CURRICULUM GUIDELINES

The College will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan, taking into consideration DET guidelines regarding student instruction time, along with all other key elements of the Victorian Curriculum.

There will be a broad offering of programs, and methods of delivery to support learning for the 21st century, using the Newcomb Secondary College Quality Elements and Positive Futures Frameworks.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary programs.

Teaching and learning programs will be resourced through Program Budgets, and the adequacy and efficiency of these funding frameworks will be reviewed by the Principal Class, Business Manager and Learning Area Leaders on a yearly basis.

PROGRAM

Program Development

Newcomb Secondary College will take a broadly inclusive approach to providing a variety of programs. This approach will address the specific requirements of all students in relation to cultural diversity, gender, special learning needs, disabilities, impairments, and giftedness.

Newcomb Secondary College will identify and cater for the different needs of cohorts of students when developing its curriculum plan. In developing this curriculum plan, the College will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery from Year 7 to Year 10, in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The [Victorian Certificate of Education](#) (VCE) and [Victorian Certificate of Education- Vocational Major](#) (VCE-VM) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines. We will also work to ensure that we adjust our programs and processes accordingly, in response to the changing structure and requirements of the updated Senior Certificate.

Newcomb Secondary College will ensure compliance and quality assurance requirements to AQTF Standards in delivering Vocational Education and Training (VET) and structured workplace learning (SWL) programs, along with School-Based Apprenticeships and our involvement with Headstart.

When developing its Curriculum Plan, the College will operate since providing at least 25 hours of guided student instruction per week.

Program Implementation

The Student Learning Committee will determine the curriculum program for the following year, based on student demand and the needs of the College'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.

To facilitate this implementation, all course handbooks, assessment criteria and record keeping documentation will be informed by the Positive Futures Frameworks and will reflect the Victorian Curriculum and Assessment Authority (VCAA) guidelines.

We will also endeavor to implement and resource programs according to the DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL).

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and will also adhere to the relevant DET policy guidelines.

Learning Area Leaders will also be required to review their policy statement and prepare a comprehensive annual program budget to the College Business Manager.

Student Wellbeing and Learning

Newcomb Secondary College values the development of the ‘whole student’ and the provision of a safe and orderly environment for all learners. Student wellbeing is therefore embedded in all learning experiences by aligning student welfare and curriculum policies, and creating an educational environment and curriculum that is inclusive of and meaningful to all students:

- providing an integrated and comprehensive curriculum approach, which incorporates the personal and social issues of students into their daily learning experiences.
- providing a positive, flexible, relevant, inclusive, and appropriate curriculum
- accommodating student developmental needs as outlined within the Victorian Curriculum including the Victorian Curriculum’s General Capabilities

Students with Disabilities

Newcomb Secondary College shares the objectives of the Department of Education and Training (DET) regarding the provision of an inclusive education system, ensuring that all students, including students with disabilities, have access to a quality education which meets their diverse needs.

The College will develop appropriate Individual Education Plans (IEPs) in line with DET guidelines to provide suitable programs and resources to enable quality education for all students with disabilities.

Koori Education

Our college is committed to providing culturally safe, appropriate, and inclusive programs to Koori students through:

- supporting the implementation of the Marrung Aboriginal Education Plan
- having a Koori program developed by key staff who support our Koori students
- working in partnership with the Koori community to develop an understanding of Koori culture and the interpersonal relationship with the Koori community, including our KESO
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs which meet student needs and are enacted in partnership with the wider Koori community
- SSG’s for Koorie students

Program Evaluation and Review

The Student Learning Committee (SLC) will generally meet at least twice per term to track whole school data and identify potential curriculum areas in need of consideration/review. The Committee also works through sub-committee structures to permit more focused and thematically specific working groups, including key areas such as Assessment and Reporting, Health Across the Curriculum and the Enhanced Curriculum Option (ECO) pathways.

The data analysed by the SLC will include, but is not limited to, NAPLAN, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE assessment results, school-based testing, and teacher judgments based on the Victorian Essential Learning Standards (VELS). Tools used will include Compass.

The SLC will analyze teaching and learning data and then present the findings at staff meetings. Here, all colleagues will have an opportunity to have input into the directions to be taken and review the efficacy and impact of teaching practices. Individual teachers receive their PAT test and NAPLAN data and in Learning Areas and Year Level Teams discuss and plan to develop appropriate curriculum and review teaching practice to cater for all learners.

Every year our school will do an audit of the curriculum to see which domains, dimensions and Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning and teaching practice.

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.

1. LINKS AND APPENDICES (including processes related to this policy)

Links to DET Policy Advisory Guide:

- <https://www2.education.vic.gov.au/pal>

Appendices which are connected with this policy are:

- Appendix 1: Time allocations per Key Domain Area Year 7 to Year 12
- Appendix 2: Curriculum Delivery.
- Appendix 3: Data Collection and Review

2. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances. The policy was last reviewed in Term 4, 2021, as part of our College Review Cycle.

Appendix 1.

Time allocations per Key Learning Area, Years 7 to Year 12

Year Level	Learning Area	Year or Semester Units	Sessions	Minutes (47min per period)
Years 7 & 8	English	Year	5 periods per week	235min
	Humanities	Year	3 periods per week	141 mins
	Mathematics	Year	5 periods per week	235 mins
	Science	Year	3 periods per week	141 mins
	Technology – 7 Food and Metal (a semester each). Technology – 8 Fabric and Wood (a semester each).	Semester	3 periods per week	141 mins
	Art – 7 Art & Music (a semester each). Art – 8 Art Rotation each term (Art, Music, Vis Com & Media).	Semester	3 periods per week	141 mins
	HAPE	Year	3 periods per week	141 mins
	GROW	Year	3 periods per week	141 mins
	Indonesian 7 & 8	Year	2 periods per week	94 mins
	Home Group	Year	4 sessions per week	92 min
	TOTAL MINUTES YEARS 7 & 8			

Year Level	Learning Area	Year or Semester Units	Sessions	Minutes (47min per period)
Years 9 & 10	English (Core)	Year	5 periods per week	235 mins
	GROW (Core)	Year	5 periods per week	235 mins
	Maths (Core)	Year	5 periods per week	235 mins
	Home Group	Year	4 sessions per week	92min
Students pick 3 Electives per Semester from the following Learning Area Suites:				
Elect*	Science	Semester	5 periods per week	235 mins
Elect*	Technology	Semester	5 periods per week	235 mins
Elect*	Art	Semester	5 periods per week	235 mins
Elect*	HAPE	Semester	5 periods per week	235 mins
Elect*	Indonesian	Year	5 periods per week	235 mins
Elect*	Humanities	Semester	5 periods per Sem.	235 mins
Some Year 10 students may study a Year 11 subject, including SBAs and VET.		Year		
AVERAGE MINUTES YEARS 9 & 10 (Standard Middle Years Program)				1502 mins

Year Level	Learning Area	Year Semester Units	or Sessions	Minutes (47min per period)
Year 11	5 or 6 subjects based on student choice towards their chosen pathway. Some students may complete a Year 12 subject. Sessions not in class are study sessions. VCE, VCAL and VET	Semester	5 periods per week	235 mins
	Home Group	Year	4 sessions per week	92 min
	TOTAL MINUTES (Standard Year 11 Program)			1502 mins
Year 12	4 or 5 subjects based on student choice towards their chosen pathway. Sessions not in class are study sessions. VCE, VCAL and VET	Semester	5 periods per week	235 mins
	Home Group	Year	4 sessions per week	92 min
	TOTAL MINUTES (Standard Year 12 Program)			1267 mins

Appendix 2:

Newcomb Secondary College Curriculum Delivery:

The Victorian Curriculum will be used as a framework for curriculum development and delivery from Year 7 to 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 Education- Vocational Major](#) (VCE-VM) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.

Responsibility for Delivery of Victorian Curriculum:

Curriculum Planning for delivery of all required strands and sub-strand content and skills at Years 7- 10 is managed by:

Domain	Delivered Within:
The Arts	Arts
Civics and Citizenship	Humanities
Communication	English, Science, Physical Education Humanities, Arts, Design and Technology and LOTE
Design, Creativity and Technology	Art and Design and Technology
Health and Physical Education	Health and Physical Education
Information and Communications Technology	ICT and Mathematics report on. Taught across the curriculum
Interpersonal Development	English, Humanities, Arts, Design and Technology, Health and Physical Education, Science and LOTE
The Humanities - Economics	Humanities
The Humanities - Geography	Humanities
The Humanities - History	Humanities
Languages	Indonesian – Languages
Mathematics	Mathematics
Personal Learning	English, Humanities, Arts, Design and Technology, Mathematics, Science and Languages
Science	Science
Thinking Processes and Metacognition	All subject areas

Appendix 3:

DATA COLLECTION and MONITORING:

DATA:

- NAPLAN – Numeracy and Literacy, Years 7 and 9
- PAT testing
- Victorian Curriculum Teacher Judgements, Years 7 to 10
- Literacy Intervention Resources (Macq Lit, Reading Plus)
- Math Pathways
- On Track longitudinal survey returns
- VCE Data Service
- VCE external assessment results
- Retention Data
- Surveys: Attitudes to School Survey, Parent Opinion Survey and Staff Attitude to Work Survey

ANALYSE:

- Looking at AIP goals and targets and comparing yearly results.
- Moderating Quality Tasks with team members each term and reviewing approach and practice.
- Teams looking at data sets in relation to their teaching areas, leadership role, Staff Development Team or year level team.
- Looking for data growth and ways in which this can improve – targets, developing learning plans, revisiting documentation in accordance with Quality Elements Framework, team planning and reviewing Teaching and Learning practices.
- Identifying “at risk” students through data and creating an ILP with the family, support team and teaching staff.
- Evaluate “On Track” data to help improve pathway planning and course counselling processes.

REPORTING DATA:

- As per DET requirements, through Annual Report to the School Community.
- State Register
- School Website
- School reporting system to parents.
- Compass

COMMUNICATION

This policy will be communicated to our school community in the following way:

- Available publicly on our school’s website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The Department's Policy and Advisory Library (PAL):

- [Complaints - Parents](#)

The Department's parents' website:

- [Raise a complaint or concern about your school](#)
- [Report racism or religious discrimination in schools](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2024
Approved by	Principal
Next scheduled review date	2025