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.

Our College encourages its students to strive for excellence in all of their endeavours. To achieve this, the College provides individualized sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Due to the diverse nature and background of our student population, best practice teaching and learning practices have been identified across other learning options to help inform our curriculum. Languages, including German and Chinese are compulsory through years 7-8 and then additional for students wishing to further their learning in languages other than English.

As a College, it is important for transition and progression to run smoothly for all students and for the staff to help make this run smoothly. Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Our College will:
- Encourage students to be successful in all aspects of the set curriculum.
- Offer a sound Orientation Program which promotes successful transition from Years 6-7 and Years 10- further education.
- Refine our approach to schooling in the middle years so as to maximise student engagement, achievement and enjoyment.
- Assess and offer information to all students and their parents/guardians regarding the students’ level of progress during their time at Kurnai College.
- Teach students to learn to use a language effectively.
- Gain a broader understanding of the structure of language in students chosen Language as well as comparisons with the English Language.
- Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- Comply with all DEECD guidelines about the length of student instruction time required in Victorian schools

Implementation:
- There will be a broad offering of programs to meet the demands of students. The Aus/VELS will be implemented from Years 7 to 10 at our College.
- The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education, Language and EAL. Our school also places a high priority on the teaching of these learning areas.
- College curriculum programs are designed to enhance effective learning.
- Preparing young people for the transition from school into further education and careers is a critical element in senior secondary program.
- Teaching and learning programs will be resourced through Program Budgets.
Program

- Our 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 students from language backgrounds other than English.
- Our College will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our College when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- The Curriculum 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.
- The Aus/VELS will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DEECVD policy and guidelines.
- Every year our school will do an audit of the year 7 to 10 curriculum using an audit tool (Word - 32Kb). This tool will enable professional learning teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Aus/VELS are currently being addressed. This audit will inform future curriculum planning.
- To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the Australian Curriculum and Victorian Essential Learning Standards (AC and AusVELS).
- The DEECVD requirements related to the teaching of Physical Education and Sports Education, Language and EAL will continue to be implemented.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Middle Years of schooling approaches will continue to be developed and implemented.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the College Finance Committee.

Links:


Appendices

- Appendix A: Curriculum Plan – including time allocations
- Appendix B: Language
- Appendix C: Music
- Appendix D: Transitions 6-7
- Appendix E: Years 7-9 Progression
- Appendix F: Middle Years
- Appendix G: Progression to Post School
Evaluation

- Kurnai College follows the DEECD School Strategic Planning guidelines with a School Strategic Plan setting out the school’s strategic direction for a four year period.

- This includes goals, targets and improvement strategies for Student Learning, Student Engagement and Wellbeing and Student Pathways and Transitions.

- The school has an Annual Implementation Plan which describes how the key improvement strategies in the school strategic plan and other significant projects are to be put into operation in each of the four years of the strategic plan.

- The school’s annual implementation plan informs the development of principal class and staff performance and development plans.

- This policy will be reviewed as part of the College’s four-year review cycle or earlier if necessary due to changes in regulations or circumstances.

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>Week 3 – Term 2 - 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Authority</td>
<td></td>
</tr>
<tr>
<td>(Signature and date)</td>
<td></td>
</tr>
<tr>
<td>DateReviewed</td>
<td>Week 3 – Term 2 - 2014</td>
</tr>
<tr>
<td>Responsible for Review</td>
<td>Teaching and Learning Committee</td>
</tr>
<tr>
<td>Review date</td>
<td>Week 7 – Term 1 - 2015</td>
</tr>
</tbody>
</table>

Appendix A - Curriculum Plan

The curriculum at Kurnai College is drawn from AusVELS.
Each student's program is developed and monitored by regular progress reports.

This plan is developed and monitored through regular progress reports, semester reports, parent-teacher conversations and as required student support group meetings.

Generalist classes
In the main, students attend classes in mixed-age mixed ability general classes with one teacher. During these classes students are working from their individual learning plan which focuses, in particular, on the development Literacy, Numeracy and Positive Behaviours within an integrated studies program.

The domains of the AusVELS curriculum included in these classes are:
- English
- Mathematics
- The Humanities
- Science
- Languages
- Information and Communications Technology
- Interpersonal Development
- Communication
- Thinking Processes
- Civics and Citizenship
- Personal Learning.

In addition, students attend classes for Art and Health and Physical Education.

Art
The domains of the AusVELS curriculum included in Visual Arts includes:
- The Arts
- Information and Communications Technology
- Thinking Processes
- Design, Creativity and Technology
- Personal Learning

Physical Education
The domains of the AusVELS curriculum included in Physical Education includes:
- Health and Physical Education
- Interpersonal Development
- Communication.
- Personal Learning.

Time allocations per Learning Areas for Years 7 – 10

LV FLO
The timetable break down for the classes is based on the following breakdown

<table>
<thead>
<tr>
<th>Generalist class</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>20%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20%</td>
</tr>
</tbody>
</table>
YEARS 7-10 (MAINSREAM)
The timetable breakdown for the classes is based on the following breakdown:

Students in year 7-8 will do a combination of all elective classes available.
Students in year 9-10 will do a combination of selected elective classes available.
Students in year 10 will also include in their elective a VCE subject as outlined in the Kurnai College Programs of Study Booklet.

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Indicative Time Allocations (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>The Arts</td>
<td>2</td>
</tr>
<tr>
<td>Student electives (Arts, ICT and Design,</td>
<td>9</td>
</tr>
<tr>
<td>Language, Creativity, Technology and PE)</td>
<td></td>
</tr>
</tbody>
</table>

YEARS 11-12 (MAINSREAM)
The timetable breakdown for students in year 11 and 12 will be varied depending on their chosen course pathway which includes, VCE, VCAL, VET or a combination of either.

Refer to Kurnai College programs of Study Guide which is updated annually.

Appendix B - L.O.T.E (Language other than English)

Implementation:
- Students at Kurnai College study either German or Mandarin at Years 7 and 8 in line with Victorian Education Policy.
- Students will complete work requirements as set by the classroom teacher and will be assessed in line with AUSVELS strands of Reading, Writing, Speaking and Listening.
- Students may elect to continue with Language in Years 9-12 following on their studies in Mandarin or German or through Distance Education in a Language of their choice.
- Language teachers are to liaise with Associate schools and provide assistance in order to prepare students for transition to secondary Language.
- A budget that provides for the needs of the Language program will be developed by staff and resourced by school council.
- Language teachers will work within a district network and the staff at Monash University to assist in funding and resourcing of the Language area.
Appendix C - Music

Implementation:

- Classroom music will be based on the principles and practice espoused in the Arts Curriculum Framework (AUSVELS) and the Victorian Certificate of Education (VCE). The implementation of classroom music will be consistent with College and campus curriculum policies and guidelines.
- The instrumental program will incorporate a range of small and large groups including a College wind symphony, a stage band, and other vocal or instrumental ensembles dependent on student need and resources.
- It is an expectation, that if requested major College and campus events will be supported by the music groups currently part of the music program.
- The leader of the College music program will be designated the Director of Music. The incumbent will be a qualified music teacher who will be responsible for the implementation and coordination of the program.
- Personnel will include full-time, part-time and casual instrumental music teachers dependent on the needs of students and subject to available resources allocated each year in the College’s global budget.
- A calendar of music program events will be established at the beginning of each year and will be advertised in College publications.
- Fees and charges associated with the music program will be developed according to College processes in conjunction with the Finance Committees.
- A detailed record of musical equipment, sheet music and other resources will be maintained by the Director of Music and updated as required. An annual stock take of resources will be undertaken as required by College processes.

Teachers involved in the classroom music program will form part of the appropriate Arts KLA
Appendix D - Transition – Grade 6 to 7

Implementation:

- Transition from primary to secondary school can be a difficult time for both students and parents.
- Each Campus will appoint a staff member to coordinate our year 7 transition program. The coordinator will personally visit the year 6 transition teacher at each feeder primary school to discuss the transition program, and hopefully be timetabled to meet the children.
- An information evening for prospective students and parents will be organised so that parents and students can experience our facilities and programs.
- The coordinator will communicate with coordinators of other secondary and primary schools to arrange an Open Day where primary students have the opportunity to visit each secondary school in an organised manner after our information evening but before enrolment week.
- Parents wishing to make personal appointments with the year 7 coordinator to discuss their child’s potential enrolment at the school will be accommodated.
- After enrolment week, all enrolments will be considered by principal class members of local secondary schools, and any local zoning arrangements or rules relating to preferences etc will be applied.
- After this process, we will communicate with each feeder primary school and parents to confirm with them the names of students who have enrolled at our school. Pass reports will be organised and information sought regarding academic, behavioural and social performance.
- Information will be sought about each enrolled child from the primary school, and meetings will be organised with parents of children with special needs to discuss programs and resource requirements.
- A transition program will be organised with each primary school during term 4 which allows each child (and their parents) the opportunity to attend our school and participate in activities on at least 2 occasions. One occasion will be the state-wide Orientation Day.
- All parents will receive detailed information packages about the school (including book lists).
Appendix E - Year 7-9 Progression

Implementation:

- Progression from year to year is not automatic.
- Students who do not pass 100% of all units may be considered at risk of not progressing into the next year level. Indicators of risk will include — academic progress, attendance, effort, maturity.
- Students will be identified at the end of Semester One as being at risk of not progressing, and parents contacted to arrange a meeting to discuss future options including the possibility of the student being held back.
- The Student Welfare team will be responsible for monitoring student progress and organising parent meetings.
- The student’s progress will be monitored and supported closely during Term Three and Four and based on their report results; parent meetings will be called.
- A final decision on whether a student is to be promoted will be made after Semester Two results are known and will be based on the recommendations of their teachers and in consultation with their parents.
- Consideration will be given to extenuating circumstances in the student’s life. Documented evidence may be required.
- The option of repeating a year at the other junior campus may also be considered if a fresh start is thought to be appropriate for that student.

Progression Policy flow chart for notifying parents when student is identified as being at risk

<table>
<thead>
<tr>
<th>Semester 1 results</th>
<th>Early Term 3</th>
<th>Early Term 4</th>
<th>Early December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is identified as being at risk</td>
<td>Mid-term Progress Report</td>
<td>Interim Report</td>
<td>Semester 2 results</td>
</tr>
<tr>
<td>Parent contact</td>
<td>Parent contact</td>
<td>Parent contact</td>
<td>Parent meeting to decide progression</td>
</tr>
</tbody>
</table>
Appendix F - Middle Years

Implementation:

- Our College recognises the issues relating to underperformance and disengagement of some students during the middle years of schooling, and has given an undertaking to address the problem.
- It is further recognised that success in this project relies upon strong partnerships and professional relationships being developed with local primary schools and primary teachers.
- The middle year’s Team Leaders will be responsible for leading and co-ordinating the Middle Years program.
- The Action Plan will be consistent with the DEECD document ‘The Middle Years – A Guide to Strategic Action in Years 5-9’.
- Progress through all phases of the plan will be signposted, assessed, benchmarked and reported.
- Staff members involved in teaching students in the middle years are required to carry out all aspects of the Action Plan.
- A program budget will be allocated to support Middle Years program.
Appendix G - Progression to post-Schooling

Implementation:
- During Year 10 students who are assessed as being at risk will be counselled and their families will be advised.
- At course planning time the options for remaining in the education system will be outlined to the student and their family.
- A student may be held back if they have not successfully completed more than 50% of their subjects in a year.
- A student may be held back if they have not successfully completed three out of four of their core subjects in a semester.
- Progression to the Precinct Campus may be conditional upon factors such as attendance, work completion and cooperation as determined by the Junior Campus. Clear advice will be given to students and families in the latter case.
- Non-recommended students will not progress automatically to Post-Compulsory Education.
- Transition processes for at risk students will be personalised with suitable interventions to optimise engagement.

Progression policy flow chart

<table>
<thead>
<tr>
<th>Semester 1 results</th>
<th>Early Term 3</th>
<th>Early Term 4</th>
<th>Early December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is identified as being at risk</td>
<td>First parent meeting</td>
<td>Interim report</td>
<td>Semester 2 results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second parent meeting</td>
<td>Final meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Or first if Sem.1 OK)</td>
<td></td>
</tr>
</tbody>
</table>