



PURPOSE

The College will provide a coherent program of learning which involves students in experiencing a range of studies and activities in English, Mathematics, Science, Humanities, Health and Physical Education, Technology, The Arts and Languages other than English (LOTE).

Teachers will promote a positive attitude towards learning, encourage the pursuit of excellence, and contribute to the access and success of all students.

SCOPE

This policy applies to all teaching staff at Portland Secondary College.

DEFINITION

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the ways in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

POLICY

The breadth of curriculum at Portland Secondary College enables students to choose subjects appropriate to further education and career options. The College offers a full range of subjects in Victorian Curriculum areas and a very wide range of subjects at VCE, VCAL and VETiS.

Implementation of the Victorian Curriculum and VCE/VCAL/VETiS Guidelines across the school will provide all students with a sequential curriculum framework that guides their learning, as well as providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes. The College encourages all students to strive for excellence in all of their endeavours.

School Council will have an active Curriculum and Student Services Committee in order to oversee curriculum direction and Victorian Curriculum implementation across the school.

Professional Learning Action Team Leaders will be allocated the responsibility of leading the development and implementation of a strategic plan for the integration of Victorian Curriculum initiatives.

Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the curriculum needs of each staff member.



Student achievement will be measured and reported to students, parents, Department of Education and the wider community against Victorian Curriculum Achievement standards.

Implementation of curriculum will be a key performance indicator of each staff member's annual performance review.

Teaching and learning programs will be resourced through Program Budgets.

The Leadership Team will meet regularly to track whole school data and identify potential curriculum areas which require focus. Data analysed will include, but is not limited to, NAPLAN, PATS, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results, School based testing, teacher judgements based on learning outcomes in Victorian Curriculum.

The School Leadership team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used. Data plays a key part in the ongoing school improvement process.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data will also be used to determine student support options including those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning and areas for future learning. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement.



For community: 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.

School wide assessment schedule is revised annually. Content driven by trends highlighted from NAPLAN results and other school based data sets (VCE results, Teacher judgement, PAT test data, moderation etc.)

Point of need teaching directed by year level moderation. Emphasis is on focused, precision teaching and assessment, based on current student needs, over a long period of time.

The Whole School Instructional model AVID is used to support effective teaching and learning. The AVID Model is used school wide to help increase student engagement and improve outcomes across the majority of curriculum areas.

The expectation is that staff are planning with clear learning intentions and success criteria and that students are able to articulate what they are learning and why.

Individual Education Plans are developed for target group students e.g. PSD students, EAL students, Out of Home Care students, Aboriginal students, students with a diagnosed disability and students performing well above or well below the expected level.

There is an expectation that planning documentation shows differentiation to cater for individual needs.

There is also an expectation that planning documentation is consistent across grade level teams and that teams plan together.

Staff will design a Scope and Sequence that links to the Victorian Curriculum. This will ensure key skills and content is being covered across years 7-10. Portland Secondary College is also actively engaged in the Learning Architecture, designed by Esther Weichert, which maps out PSC's curriculum and allows Learning Design Sequences to be established and will formulate the basis of PSC's whole curriculum plan.

- **Excellence in teaching and learning**

The college expects, values and supports the highest standards of its staff and students. The programs and teaching methods aim to have students understand how they learn. A key aspect of this is the establishment of a professional development plan that effectively meets the needs of the school curriculum teams and individual teachers. Excellence in teaching and learning will arise largely from college based initiatives using the expertise and experience of classroom teachers (although not exclusively).

- **Preparation for change and diversity**

Learning is a lifelong process of which school is a part. Individual responsibility for learning will be emphasised in programs. The content of programs will encompass the concept of diversity. This



may include investigations of cultural, individual and religious diversity for instance. The momentum of change is unavoidable and our students are citizens of the twenty first century. Our responsibility to equip them for change requires them to be confident and assured independent learners throughout their lives. They also need a clear set of values on which to base their learning.

- **Learning experiences that are inclusive of all students and which offer opportunity for individual success**

All curriculum programs established offer the opportunity to succeed regardless of ability, gender, religion, race or culture. In practical terms programs will be based on the principles of equal opportunity and social justice. Assessment and reporting of student progress should allow for a range of achievement and not focus narrowly on a limited range of competencies. Expectations are that assessment is formative and summative while being delivered in an ongoing fashion. Students must, nevertheless, be challenged by their studies. The expectations of the wider community is a consideration in designing curriculum programs.

- **Acknowledgment that people learn in a variety of ways and at different rates.**

Curriculum teams endeavour to provide programs that allow for a range of responses by individual students and which, as far as possible, allow for varying rates of progress. In order to achieve this, a significant aspect of the professional development plan will be devoted to improving the skills of teachers in achieving excellence of teaching and learning in mixed ability classrooms. Developing differentiated curriculum is a clear goal of the College. Students have access to blended learning programs to suit their diverse learning needs.

- **Information and Communications Technology**

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

EVALUATION

All curriculum programs will be required to conduct an annual evaluation, the terms of which will be established by the Curriculum and Student Services Committee of College Council. Expectations are that any changes to our curriculum structures for the following year are completed by the end of Term 3 in the preceding year. Any changes to our structures must be approved by the leadership team and the Curriculum and Student Services Committee of College Council. It will be expected that consultation will also have included students and Portland Secondary College families.

Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.



The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

Curriculum planning for delivery of all required strands and modes content and skills at Years 7 to 10 is managed by:

<u>Domain</u>	<u>Delivered through:</u>
The Arts	Arts/Technology/Drama
Civics and Citizenship	Humanities
Design/Creativity and Technology	Arts/Technology
English	English
Health and Physical Education	Health and Physical Education
The Humanities	Humanities
The Humanities – Economics	Humanities
The Humanities – Geography	Humanities
The Humanities – History	Humanities
Languages	LOTE – Indonesian
Mathematics	Mathematics
Science	Science
Digital Technology	Technology

Four capabilities covered across all Key Learning Areas.

The curriculum structure is a separate document.

RELATED POLICIES AND RESOURCES

- [Student Engagement and Wellbeing Policy.docx](#)
- [Teaching and Learning Policy](#)
- [Curriculum Structure 7 – 10](#)
- [Curriculum Structure VCAL/VCE](#)



REVIEW CYCLE

DATE	VERSION	RATIFIED BY	NEXT REVIEW
Oct 2018	2	Portland Secondary College School Council	Sept 2020