

CURRICULUM POLICY 2019 - 2020

Rationale:

- Cranbourne East Secondary College provides an engaging and comprehensive education that encourages all students to develop the skills, knowledge and values to become independent thinkers and responsible community members.
- The implementation of the Victorian Curriculum 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 expected achievement standards.

Aims:

- To challenge and support every student, and give them every opportunity to improve their learning outcomes
- To ensure Cranbourne East Secondary College complies with DE&T policy and guidelines in its curriculum framework.

Guidelines:

The College will:

- Ensure that the Victorian Curriculum is the basis of all curriculum development from Year 7 to Year 10.
- Ensure that student achievement is measured and reported to students, parents, DET and the wider community against the Victorian Curriculum achievement standards.
- Ensure that VCAA policies and Study Designs are used as the framework for curriculum provision and delivery in all VCE and VCAL studies.
- Comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- Provide a broad offering of programs to meet diverse student needs and interests.
- Document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.

Implementation:

The College will:

- Appoint an Assistant Principal or Leading Teacher to led the implementation of a guaranteed and viable curriculum across the College.
- Establish a Teaching and Learning team to determine the curriculum program for the following year.
- Document and review a Whole School Curriculum Plan 7-10 to record the implementation of the Victorian Curriculum.
- Ensure the curriculum program for the following year is based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. Input will be sought from Learning Area Leaders when determining programs for the following school year.
- Identify and cater for the different needs of particular cohorts of students when developing its Curriculum Plan.

- Develop Year Level/Sub-school Handbooks that provide students and parents details regarding the specific curriculum programs at each level.
- Ensure that all curriculum, in Years 7 – 10, is documented in the CESC Unit Design and Learning Sequence templates and stored electronically in a central location.
- Provide professional learning opportunities to support teachers to understand, implement and assess the Victorian Curriculum.

Teachers will:

- Collaboratively design a curriculum that is differentiated to allow for all students to achieve learning growth.
- Document and evaluate curriculum programs using the CESC Unit Design and Learning Sequence templates.
- Electronically store up-to-date curriculum documentation in a central location.
- Use the CESC Instructional Model as the basis for instructional practices used in the classroom.
- Use the CESC Inquiry Cycle to analyse student learning data, build teacher capacity and determine the teaching practices that will lead to improved student learning outcomes.
- Implement whole school literacy strategies in the classroom.
- Integrate the use of digital technologies into teaching and learning practices where most effective.
- Engage in a range of professional learning activities on a regular basis to build their teaching capacity.

Related documents

- Assessment and Reporting Policy
- Student Engagement and Wellbeing Policy
- Mobile Technologies Policy