



Curriculum Framework Policy

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<i>Date</i>	19th August 2020
<i>Signature</i>	

Rationale

Castlemaine Secondary College (CSC) aims to provide a coherent, viable and guaranteed curriculum for all learners. The school works to ensure that there is consistency of content that is taught within each subject, providing all students with a similar educational experience during their time at CSC.

Aims

This policy provides guidelines and information for staff, students and families about how the curriculum at Castlemaine Secondary College is planned, taught, assessed and reported on.

Guidelines

Staff should ensure that all aspects of their enacted curriculum meet with this policy.

Implementation

Curriculum Statement

A coherent, viable and guaranteed curriculum is important to Castlemaine Secondary College, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

A systematic curriculum planning process has been developed by the school that allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans
- learning is relevant, authentic and engaging for learners
- a guaranteed and viable curriculum based on the Victorian Curriculum F-10, and the VCE, VET and VCAL Curriculums



Planning

All teaching staff at Castlemaine Secondary College are expected to plan the units of teaching for which they have an assigned teaching responsibility.

When completing planning for units of teaching and learning, teachers should:

- Make use of the Victorian Curriculum documents, content descriptors and achievement standards.
- Plan their units using the *Curriculum Planning Template* supplied by the college so that each unit clearly states the following:
 - Topic
 - Question
 - Knowledge & Skills Statements / Curriculum Focus Statements
 - Key Learning Activities
 - Victorian Curriculum content descriptors or reference to the Achievement Standards
 - Assessment Activities
- Indicate how they intend to differentiate their unit for diverse learners.
- Storage for curriculum documentation is currently under review, it is anticipated that for 2021 Learning Areas will store documents within their own LAT Google Drive. At the time of the development of this policy we are investigating the possibility of using Google Sites as a parent / student interface. Links will be created through the College website. We are still seeking best practice in using Google Classroom. The overall aim is to make planning more collaborative and efficient.
- Provide an appropriate online learning sequence for students on each Google Site.

Curriculum Planning Year 8 Science Semester One 2019

Topic	Question	Knowledge & Skills Statements	Key Activities (Projects?)	Victorian Curriculum
Particle Model	"Why are Solids, Liquids & Gases the way they are and how do they change?"	Model the arrangement of particles in solids, liquids and gases	Brac: Cobblek Worksheet: States of Matter	<p>Chemical Science</p> <ul style="list-style-type: none"> • The properties of the different states of matter can be explained in terms of the motion and arrangement of particles (VCSSU096) • Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another (VCSSU104) • The properties of sound can be explained by a wave model (VCSSU106) • Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions (VCIS111) • Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (VCIS112)
		Use the particle model to explain observed phenomena linking the energy of particles to temperature changes	Brac: Diffusion and Precipitation Brac: Benzoic Acid	
		Explain how energy can change from one form to another	Brac: Can & String Demo: Bell Jar Vacuum Worksheet: Types of Energy Topic Review Task Test: Topic	
Physical and Chemical Change	"What is the difference between a chemical and physical change?"	Identify the differences between compounds, elements and mixtures	Worksheet: Element, Compounds & Mixtures Worksheet: Particle Element & Compound	<p>Chemical Science</p> <ul style="list-style-type: none"> • Chemical change involves substances reacting to form new substances (VCSSU098) • Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (VCSSU095) • In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (VCIS109) • Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations (VCIS113)
		Describe how chemical changes are different to physical changes	Brac: Chemical & Physical Change Brac: Copper Sulphate Crystal Demo: Elephants Toothpaste	
		Explore factors that accelerate chemical reactions	Demo: Mentos and Coke Brac: Ice Cream Project: Bath Bomb Test: Chem & Phys Change	
Changing Earth	"How do people affect the changing earth around us?"	Identify sedimentary, igneous and metamorphic rocks over a variety of timescales	Worksheet: Rock Cycle Brac: Crayon or Starburst Rock Cycle	<p>Earth and Space Science</p> <ul style="list-style-type: none"> • Some of Earth's resources are renewable, but others are non-renewable (VCSSU100) • Water is an important resource that cycles through the environment (VCSSU101) • Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (VCSSU102)
		Investigate factors that influence the water cycle	Worksheet: What is the Water Cycle? Worksheet: How is Water Treated? Worksheet: Is all Drinking Water the Same?	
		Understand what is meant by the term 'renewable' in relation to the Earth's resources	Worksheet: What is a Resource Worksheet: Renewable vs Non-Renewable Resources Brac: Ecolit: Renewable Energy Brac: Resource Use Snapshot Worksheet: Renewable Energies	

Example of Curriculum Planning Template used to cover planning for three units of teaching and learning.



Teaching

The College works to ensure that teachers are able to:

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Structure teaching programs using research and collegial advice about how students learn.
- Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. This includes making use of *High Impact Teaching Strategies (HITS)*.
- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Organise content into coherent, well-sequenced learning and teaching programs.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
- Set explicit, challenging and achievable learning goals for all students.
- Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Select and/or create and use a range of resources, including ICT, to engage students in their learning.
- Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Undertake professional learning programs designed to address identified student learning needs.



- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.

These expectations are taken from the *Australian Institute for Teaching and School Leadership*, and are nominally referenced to the level of proficient teacher. Some differentiation may be applied for Graduate Teachers or Teachers at Classroom Level 2 or beyond.

Assessment

Consistent and valid assessment at Castlemaine Secondary College is used to inform students, staff and families about student achievement and progress.

A variety of diagnostic, formative and summative assessments are used at the College to collect student data which is used for teacher reflection and incorporated into their Performance and Development Plan (PDP).

The College works to ensure that teachers are able to:

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

The College holds subject exams for students in Years 10 and 11 (VCE only) at the end of Semester One and Semester Two.

The College participates in the *National Assessment Program for Literacy and Numeracy (NAPLAN)* each year, and all students in Years 7 and 9 who are not exempt, are expected to complete the NAPLAN Assessments.

The College also makes use of a range of diagnostic and summative assessments, which may include, but is not limited to:

- *VCAA On Demand* assessments for reading, writing and mathematics
- *ACER Progressive Achievement Tests* in Reading and Mathematics (PAT-R / PAT-M)
- *ACER eWrite* Assessment for the assessment of writing
- *Fountas & Pinnell Benchmarking Assessment System* for the assessing of student reading

From time to time, the College may participate in other national or international assessments at the discretion of school leadership, or the direction of the Victorian Department of Education and Training.

The College's *Course Selection Handbook for 2021* contains further information concerning assessments at VCE, VCAL and VET.

Reporting

Timely, accurate and student-centred reporting is a feature of Castlemaine Secondary College's curriculum. The College ensures that teachers are able to report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable data and information.



We report to students and families every six to seven weeks – 6 times per academic year. In each report, students are given a statement of attainment for each of the *Curriculum Focus Statements* or *Knowledge and Skills Statements* used to plan the unit of teaching and learning as described above in ‘planning’.

Teaching staff are required to input all required and appropriate data into the school’s reporting software consistent with the timeframe determined at the start of each academic year.

This report is collated, and the ongoing report document is uploaded to the school’s Student Management System for students and families to download.

The school notifies the students and families of the readiness of each report cycle via direct messaging and the College’s newsletter.

The College also holds two annual Parent / Student / Teacher Interview days. Families are invited to book times with their children’s teacher via the Student Management System (XUNO).

Seeking Feedback / Student Voice

Teachers are expected to seek feedback on their subject planning and classroom teaching. To support teachers the college asks teachers to have a number of classes complete the Attitudes to Class Survey throughout the year.

Teachers are able to make use of this feedback to set Performance and Development goals that improve planning and practice.

Subject Time Allocations

The school operates a six period day with five timetabled days per week. Semester One finishes in Week 8 of Term 2, with Semester Two beginning in Week 9 Term 2 (or dates that equitably split the academic year) for all Year levels and all subjects.

Year 7 and 8

Subject	Periods per week	Minutes per subject per week
English	4 (Year 7) 5 (Year 8)	180
Mathematics	4 (Year 8) 5 (Year 7)	180
Health / Physical Education	4	180
Humanities	4	180
Science	4	180
The Arts	3	135
Technology	3	135
Languages	4	180

Year 9

Subject	Periods per week	Minutes per subject per week
English	4	180
Mathematics	4	180
Health / Physical Education (1 sem)	4	180
Humanities	4	180
Science	4	180
Electives (including languages) x 2	4	180



- at time of writing this policy 2 periods from Projects has yet to be re-allocated for 2021.

Year 10 (Maths, English and Languages are full year subjects. All others are semester-long)

Subject	Periods per week	Minutes per subject per week
English	5	225
Mathematics	5	225
Health / Physical Education	5	225
Science	5	225
Art	5	225
Technology	5	225
Humanities	5	225
Languages	5	225

Year 11 - VCE / VCAL

All students are expected to complete a full complement of subjects (6 subjects), all of which have 5 periods per week (225 minutes). Students undertaking a VCAL/ VET pathway should be completing units in Literacy, Numeracy, Personal Development, Work Related Skills and one VET subject.

Year 12 - VCE / VCAL

Depending on the 3 & 4 sequences studied in Year 11, it is expected that students will study between 4-5 sequences of 3 & 4 subjects during Year 12. Students aiming for tertiary studies are encouraged to complete 6 sequences of 3 & 4, providing them with a higher ATAR. Other students completing VCE are still encouraged to have at least 5 sequences of 3 & 4, providing one back-up subject. Students undertaking a VCAL/ VET pathway should be completing units in Literacy, Numeracy, Personal Development, Work Related Skills and one VET subject.



School Wide Instructional Model (SWIM)

A Key Improvement Strategy for the 2020 Annual Implementation Plan is developing more consistent classroom experiences for students at CSC. At this time of writing this policy the SWIM was still under development. It is anticipated the SWIM first draft will be ready for implementation in 2021, with further refinements to occur during the 2021 school year.

Enhanced Learning

Precinct Model

Students have the choice of belonging to 1 of 4 learning communities with others with similar interests. These are:

- Wellbeing (Sports & Life Sciences)
- Engineers (Workshops Technologies & Physical Sciences)
- Artisans (Visual Arts, Fabric & Food Tech)
- Performers (Music, Drama & Media)



The CSC Mentor Program

CSC has a focus on a personalised and relationships based approach to working with our students. We continue to develop the Mentor Program to promote student and mentor conversations that support students in their academic, social and emotional education. The Mentor Teacher is the focal point of contact for communication between home and school, linking families with their child's teachers.

Flexible Learning Spaces

The new buildings provide flexible learning spaces for different types of learning and teaching evolving now and into the future.

Personalisation

The *Precinct Model* provides more contact time with subjects relevant to the student's precinct choice as well as opportunities for other subjects to be enhanced by those interests.

CSC has a focus on training teachers on *differentiation* — changing teaching and learning to suit students' interests, abilities and learning needs — as a core part of our regular teaching practice.

For students who need more support or more of a challenge, we develop *individual learning plans*. Involving students, parents, subject and mentor teachers and other support staff, we identify specific learning needs and strategies to address these needs. Strategies include in-class interventions, flexible learning options and extension programs.





Information and Communication Technology (ICT) and Digital Learning

eLearning

CSC has a focus on new and emerging technologies (such as 3D printing) in order to engage students and maximise learning opportunities.

Blended learning

Blended learning is learning through a combination of digital and real-world activities focussing on the strengths of ICT for communication and information processing. This method enhances students' understanding about the world around them. The 'Bring Your Own Device' (BYOD) program is designed to support blended learning within CSC.

Evaluation

This policy will be reviewed in **August 2021**
