



CURRICULUM POLICY

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Authorised by: **Principal**

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Context:

This policy explains how curriculum operates at Horsham College. The aims of the Horsham College curriculum are laid out, key elements of the curriculum explained and process for changing the curriculum described. This document has been created with reference to more general [DET guidelines](#).

Background:

Delivering a high quality and guaranteed curriculum is vital for every student to receive a world-class education at Horsham College. This policy states the requirements placed upon key members of the school community who are tasked with bringing this about.

General Principle

The curriculum of Horsham College is designed to:

1. Create literate and numerate citizens
2. Prepare students for future work and study
3. Allow students to discover, develop and follow their passions

The curriculum exists as a tool to realise these goals for all students of the College.

Implementation

Curriculum structure

Years 7-10 Curriculum (Mainstream)

AusVELS is used as the framework for curriculum development and delivers in years 7 to 10 in accordance with DEECD policy and guidelines. It is the responsibility of Learning Area Heads to ensure that AusVELS aligned scope and sequences are available for all staff to access through SEQTA.

Years 11-12 Curriculum (Mainstream)

Subjects in years 11 and 12 will be aligned to a VCE or VCAL curriculum. The requirements and expectations for undertaking and teaching VCE subjects is laid out in the College VCE Handbook.

Alternate Programs (McKenzie Creek, Connect ED and Satellite VCAL)

It is an expectation that all students will be working to improve their numeracy, literacy and socialisation. McKenzie Creek curriculum will be aligned with mainstream Mathematics and English curriculum where practical. It is expected that all students over the age of 15 will be working towards the completion of their VCAL certificate. It is the responsibility of the staff to ensure students are prepared to enter the workforce or further study by the completion of their VCAL certificate.

Curriculum Subject Change Process

Proposals for curriculum subject change (additions, removals or significant modifications) should be ratified by:

1. Relevant Learning Area (if available)
2. School Leadership
3. Teaching and Learning team (Learning Area Heads)
4. Whole staff meeting

At any point, these groups have the ability to request amendments to the curriculum proposal. The principal has the right to veto curriculum proposals at any point in the process.

Proposals to remove subjects should address:

- Resourcing benefits of the change
- What potential pathways will be impacted

Proposals to adding or significantly modify subjects should address:

- How the changes/subjects will benefit students of the college
- The resourcing impact of the proposal
- How the proposal fits into broader curriculum pathways
- Consideration of staffing sustainability

Proposals should aim to be less than two page in length, and include a comprehensive list of benefits and drawbacks of the proposed changes.

Guidelines

Staff Members

In regards to curriculum, staff members are required to:

- Have access to, or create, a curriculum plan (scope and sequence) available on SEQTA for each of their subjects within the first half of Term One
- This scope and sequence should be common to all subject teachers in the same year level
- Teach in close accordance with this curriculum plan and other teachers in the year level
- Coordinate with members of their year-level subject team regarding pacing and assessment
- Regularly attend scheduled Learning Area meetings
- Abide by curriculum guidelines such as the Assessment and Reporting policy, VCAA guidelines and the school VCE handbook

Learning Area Heads

In regards to curriculum, Learning Area Heads are required to:

- Ensure that teachers abide by the curriculum policy
- Inform the Leading Teacher: Teaching and Learning of any major curriculum issues within their Learning Area
- Prepare and submit proposals for curriculum change to the Leadership and Teaching and Learning meetings when required

- Schedule and lead Learning Area meetings
- Regularly attend scheduled Teaching and Learning meetings
- Be familiar with curriculum guidelines such as the Assessment and Reporting policy, VCAA guidelines and the school VCE handbook
- Review changes to the curriculum and curriculum policy
- Support staff with curriculum issues
- Keep up to date with curriculum developments
- Advise and support staff to pursue opportunities for professional development

Leading Teacher: Teaching and Learning

In regards to curriculum, the Leading Teacher: Teaching and Learning is required to:

- Ensure that Learning Area Heads are held accountable for the documentation of their curriculum
- Schedule and lead regular Teaching and Learning meetings
- Update the curriculum policy when required
- Submit approved curriculum and curriculum policy changes to the Leadership Team
- Be familiar with curriculum guidelines such as the Assessment and Reporting policy, VCAA guidelines and the school VCE handbook
- Support Learning Area Heads with all curriculum issues
- Ensure AusVELS curriculum coverage is comprehensive in years 7-10
- Ensure the curriculum is present and complete on SEQTA
- Oversee the Horsham College curriculum scope and sequence

Principal

In regards to curriculum, the principal is required to:

- Ensure curriculum changes are in line with the AIP, Strategic Plan and school direction
- Ensure the Leading Teacher: Teaching and Learning is held accountable for all aspects of their role, particularly in the documentation and delivery of the curriculum and assessment/reporting process