



Cranbourne Secondary College

WHILE WE LIVE WE GROW

CURRICULUM FRAMEWORK POLICY

Statement of Belief:

The College curriculum is a statement of the purpose of schooling. It defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions based on the Australian Curriculum Standards as approved by the Victorian Education Department. The teachers at this school have a fundamental role of enabling students' progress along this learning continuum.

The content of the curriculum defines the minimum set of knowledge and skills that students should acquire as defined in the Achievement Standards. These are defined by domains which include discipline-based learning areas and general capabilities, that is, the knowledge and skills that are transferrable across but not defined by the learning areas. These general capabilities enable students to develop particular values, dispositions and self-efficacy to become 'successful learners, confident and creative individuals and active and informed citizens'.

The Teaching and Learning Framework at this College follows our Model of Good Teaching.

The College offers a comprehensive program in Years 7 and 8 that includes each of the learning domains. In the Pathways stage of Years 9 and 10, the College ensure students both receive a broad education and begin to plan their senior secondary program of study, which they commence in Year 10.

Guiding Principles

1. The College's curriculum is identified in several documents, which each Domain Leader takes responsibility for:
 - The Scope and Sequence documents identify the key knowledge and skills
 - The Teaching and Learning Program that identifies the detail of the program, advice on differentiation, details of the formative and summative assessment that students will undertake.
 - The KLAs or Assessment Tasks in detail with scaffolding and rubrics to be used in class (including any differentiation)
2. The documented curriculum defines what it is that all students have the opportunity to learn as a result of their schooling.
3. A high-quality curriculum is not a collection of disconnected items of knowledge but rather a set of progressions that define increasingly complex knowledge, skills and concepts grouped and defined by learning areas and general capabilities.
4. By basing the curriculum program on the achievement standards, we seek to unclutter the curriculum by making clear what is most important for all students to learn.

5. It enables teachers to identify the point of learning progression of each individual student and to plan for the appropriate next steps in learning. Teachers in this College seek to differentiate their learning programs to assist students in progressing to their next achievement standard.
6. College reporting procedures support this policy.
7. Students should be reminded of their important role of engaging in the learning process.
8. The curriculum should enable students to develop their capabilities in digital technologies to access, analyse and synthesise information; to transfer information into knowledge,
9. Data on student learning will be used to support classroom planning and readily accessible on compass. Teachers are encouraged to collect their own additional data in order to better understand the specific learning needs of their students.
10. The senior school operate under the rules and guidance set out by VCAA.

Victorian Certificate of Applied Learning (VCAL) is based on applied learning and designed to:

- give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life;
- provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10. It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment.

Vocational Education and Training (VET) in Schools is a vocationally oriented program that is part of either VCAL or VCE. It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework.