

Policy Title	Curriculum Framework Policy		
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PURPOSE

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

Reservoir High School encourage students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (Appendix 1).

RATIONALE

To ensure Reservoir High School has a guaranteed and viable curriculum program that is accessible to all students and reflects 21st century learning.

Reservoir High School curriculum programs are designed to enhance effective teaching and learning.

GUIDELINES

Reservoir High School recognises and responds to diverse student needs and skills when developing its curriculum programs and curriculum plan.

Reservoir High School complies with all Department of Education and Training (DET) and Victorian Curriculum and Assessment Authority (VCAA) guidelines regarding curriculum and student learning.

All students have access to the Victorian Certificate of Education (VCE) – Mainstream and Vocational Major and Vocational Education and Training (VET) programs.

Preparing young people for the transition from school into further education and careers is a critical element of the senior secondary program.

The Victorian Curriculum is implemented from Years 7 to 10 as required.

Reservoir High School offers a broad range of programs to meet the demands of students. This includes a SEAL (Select Entry Accelerated Learning) Program and students at high risk through a Modified Work Program (Refer to Individual Education Plan Policy).

Reservoir High School places a high priority on the teaching of all learning areas and is inclusive of DET priorities such as STEAM and Languages.

Curriculum and pedagogical practices are reviewed regularly and in a timely manner.

IMPLEMENTATION

Reservoir High School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

Reservoir High School identifies and caters for the different needs of particular cohorts of students when developing its curriculum plan.

The School Leadership Team and Curriculum Committee will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject and program choices.

Input will be sought from staff in relevant curriculum areas when determining programs for the following school year.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines.

The Curriculum Committee, will continue the ongoing review and evaluation of the year 7 to 10 curriculum. Professional Learning Communities (PLCs) will audit the curriculum of particular programs to ensure that Scope & Sequence, Course Outlines and Unit Planners align with domains, dimensions and capabilities of the Victorian Curriculum. This audit will also inform future curriculum planning.

Reservoir High School will meet all VCE and VCE VM requirements as determined by the DET and the VCAA

VET programs will be offered and delivered at Reservoir High School and at Registered Training Organisations (RTO). VET programs delivered at the school will be auspiced by an RTO. Reservoir High School staff will have the required professional development and qualifications to deliver these programs.

Reservoir High School will participate in all VCAA audit programs for VCE and VCE VM programs

Professional Learning Communities collaborate in planning, developing and sharing pedagogical practices. Teachers engage in the use of the EAGER Model (Instructional Model – Appendix 2), Learning Intentions and Success Criteria, Formative Assessment strategies and the use of Data to inform effective teaching and learning practices.

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

A STEAM program is taught at year 7 & 8 as a separate subject and as an elective at Yr 9. Two rooms have been fully resourced to accommodate the STEAM program.

The Curriculum Committee Team will facilitate the regular analysis of student learning data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand Testing, ACER, VCE Data including VCE Examination Results, school based testing, teacher judgments based on learning outcomes within the framework of the Victorian Curriculum as appropriate. This process will be facilitated by the use of the Student Performance Analyser (SPA) program.

In developing its curriculum plan, Reservoir High School will provide a broad range of educational pathways to ensure improved student outcomes. This includes preparing young people for the transition from school into further education and careers as a critical element of our school's program.

STUDENT LEARNING OUTCOMES

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 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 collection

Data plays a key part in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include teacher judgements, On Demand, PAT, NAPLAN, VCE data, etc.

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

Data analysis

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

The leadership team will work with PLC Leaders and teachers to ensure 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 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 for those at risk, including developing Modified Work and Individual Education Plans (IEPs), provision of extra teaching support for literacy and numeracy and/or referral for further assessments.

Data and achievement reporting

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

For students: Feedback, through frequent formative assessments, will be given about current learning and areas for future learning. 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 longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports and parent/teacher meetings will offer an opportunity for teachers to provide feedback regarding student achievement. Feedback is also facilitated through the use of COMPASS as a communication tool.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET and on the school website.

REFERENCES

<http://victoriancurriculum.vcaa.vic.edu.au/>

<http://www.vcaa.vic.edu.au/>

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/priority1excellenceteaching.aspx>

REVIEW CYCLE

This policy will be reviewed every three years as part of the school's review cycle or more frequently if necessary due to changes in regulations or circumstances.

APPENDIX 1

Year 7 & 8: Breadth Stage

Year 7	Learning Areas	60 min session length/fortnight		Reporting Capabilities
		Semester 1	Semester 2	
Core	English/EAL	8 (480)		Critical and Creative Thinking; Personal & Social; Ethical; Intercultural
	Maths	8 (480)		Critical and Creative Thinking
	Science	5 (300)		Critical and Creative Thinking; Ethical;
	Humanities	5 (300)		Critical and Creative Thinking;
	Language Italian	5 (300)		Intercultural
	Language Chinese Mandarin		5 (300)	Intercultural
	P.E./Health	5 (300)		Personal & Social; Ethical; Intercultural
	Art	5 (300)		Critical and Creative Thinking
	Music		5 (300)	Personal & Social;
	Textiles/Food Technology	5 (300)		Critical and Creative Thinking; Ethical;
	Design Technology		5 (300)	Critical and Creative Thinking; Personal & Social; Ethical;
	STEAM	3 (180)		Critical and Creative Thinking; Personal & Social; Ethical
	IMPACT	1 (60)		
	50 sessions/fortnight (3000)			

Year 8	Learning Areas	60 min session length/fortnight		Reporting Capabilities
		Semester 1	Semester 2	
Core	English	8 (480)		Critical and Creative Thinking; Personal & Social; Ethical; Intercultural
	Maths	8 (480)		Critical and Creative Thinking
	Science	5 (300)		Critical and Creative Thinking; Ethical;
	Humanities	5 (300)		Critical and Creative Thinking;
	Languages (Italian) or	5 (300)		Intercultural
	Language Chinese Mandarin		3 (150)	Intercultural
	P.E./Health	5 (300)		Personal & Social; Ethical; Intercultural
	Performing Arts	3 (150)		Critical and Creative Thinking
	Visual Arts		5 (300)	Personal & Social;
	Food Technology	5 (300)		Critical and Creative Thinking; Ethical;
	Design Technology		5 (300)	Critical and Creative Thinking; Personal & Social; Ethical;
	STEAM	3 (180)		Critical and Creative Thinking; Personal & Social; Ethical
	IMPACT	1 (60)		
	50 sessions/fortnight (3000)			

Year 9 & 10: Pathways Stage

Year 9	Learning Areas	60 min session length/fortnight		Reporting Capabilities
		Semester 1	Semester 2	
Core	English/EAL	8 (480)		Personal and Social;
	Maths	8 (480)		Critical and Creative Thinking
	Science	6 (360)	7 (420)	Critical and Creative Thinking
	Humanities	7 (420)	6 (360)	Ethical; Intercultural;
	Health & P.E.	5 (300)		Personal & Social
Electives	Block 1 Languages (Italian & Chinese)	5 (300)	5 (300)	Languages (Italian & Chinese) Intercultural
	Block 2 Arts, Technology, H&PE STEAM	5 (300)	5 (300)	Arts: Critical and Creative Thinking; Personal and Social Technology: Ethical H&PE: Personal and Social
	Block 3 Arts, Technology, H&PE, ADVANCE	5 (300)	5 (300)	Arts: Critical and Creative Thinking; Personal and Social Technology: Ethical H&PE: Personal and Social
	IMPACT	1 (60)	1 (60)	
		50 sessions/fortnight (3000)		

Year 10	Learning Areas	60 min session length/fortnight		Reporting Capabilities
		Semester 1	Semester 2	
Core	English/EAL	8 (480)		Personal and Social
	Maths	8 (480)		Critical and Creative Thinking
	Humanities*	A core subject offered in a five session elective block for 1 semester		Personal & Social; Ethical
Electives	Block 1 Art, H&PE, Science, Humanities (Core)* , Languages (Italian), Technology, VCE access	8 (480)	8 (480)	Art: Critical and Creative Thinking; Personal and Social H&PE: Personal and Social Science: Critical and Creative Thinking Humanities (Core)* : Ethical; Intercultural Languages (Italian): Intercultural Technology: Critical and Creative Thinking; Ethical
	Block 2 Art, H&PE, Science, Humanities, Technology, Languages (Italian), VCE access	8 (480)	8 (480)	Art: Critical and Creative Thinking; Personal and Social H&PE: Personal and Social Science: Critical and Creative Thinking Humanities: Ethical; Intercultural Languages (Italian): Intercultural Technology: Critical and Creative Thinking; Ethical:
	Block 3 Art, H&PE, Science, Humanities, Technology, Languages (Italian), VCE access	8 (480)	8 (480)	Art: Critical and Creative Thinking; Personal and Social H&PE: Personal and Social Science: Critical and Creative Thinking Humanities: Ethical; Intercultural Languages (Italian): Intercultural Technology: Critical and Creative Thinking; Ethical
	Block 4 Art, H&PE, Science, Humanities, Technology, Languages (Italian), VCE access	8 (480)	8 (480)	Art: Critical and Creative Thinking; Personal and Social H&PE: Personal and Social Science: Critical and Creative Thinking Humanities: Ethical; Intercultural Languages (Italian): Intercultural Technology: Critical and Creative Thinking; Ethical
	IMPACT	2 (120)	2 (120)	
		50 sessions/fortnight (3000)		

Year 10 SEAL	Learning Areas	60 min session length/fortnight		Reporting Capabilities
		Semester 1	Semester 2	
Core	English	8 (480)		Personal and Social
	Maths – VCE Maths Methods or VCE General Maths or Year 10 Maths	8 (480)		Critical and Creative Thinking
	Humanities	8 (480)		Personal & Social; Ethical
	Science – Year 10 Science Electives or VCE Biology or VCE	8 (480)		
Electives	Block 1 Art, H&PE, Science, Humanities Languages (Italian), Technology, VCE access	8 (480)	8 (480)	Art: Critical and Creative Thinking; Personal and Social H&PE: Personal and Social Science: Critical and Creative Thinking Humanities: Ethical; Intercultural Languages (Italian): Intercultural Technology: Critical and Creative Thinking; Ethical
	Block 2 Art, H&PE, Science, Humanities, Technology, Languages (Italian), VCE access	8 (480)	8 (480)	Art: Critical and Creative Thinking; Personal and Social H&PE: Personal and Social Science: Critical and Creative Thinking Humanities: Ethical; Intercultural Languages (Italian): Intercultural Technology: Critical and Creative Thinking; Ethical:
	IMPACT	2 (120)	2 (120)	
		50 sessions/fortnight (3000)		

VCE

VCE: Unit 1 & 2	Blocking (x6)	60 min session length/week
Subject 1		8 (480)
Subject 2		8 (480)
Subject 3		8 (480)
Subject 4		8 (480)
Subject 5		8 (480)
Subject 6		8 (480)
IMPACT		2 (120)
		50 sessions/fortnight (3000)

VCE: Unit 3 & 4	Blocking (x6)	50 min session length/week
Subject 1		8 (480)
Subject 2		8 (480)
Subject 3		8 (480)
Subject 4		8 (480)
Subject 5		8 (480)
Private Study		8 (480)
IMPACT		2 (120)
		50 sessions/fortnight (3000)

VCE VM

Year 11 & 12	Learning Areas	50 min session length/week
	Literacy	8 (480)
	Numeracy	8 (480)
	Personal Development Skills	8 (480)
	Work Related Skills	8 (480)
	Industry Related Skills (VET Certificate)	8 (480)
	Work Placement	8 (480)
	IMPACT	2 (120)
		50 sessions/fortnight (3000)

VET at RHS

Certificate II Business

Certificate III in Sport Recreation (AFL & Soccer)

Certificate II in Furnishing

Certificate II Music Industry

On Wednesdays, all VCAL students attend either TAFE, Work Placement or School Based Apprenticeship in Training (SBAT)

Orderly, Focused and Productive Learning Environment – Lesson Sequence

Based on the **RHS Eagar Model**, **GRR** and **VTLM** (Victorian Teaching and Learning Model)

Incorporating **Respectful Routines**, **Structured Lessons** and **Explicit Teaching**

Lesson Sequence KEY Components	What does it look like?	Other Considerations
ENGAGE Grab student's attention and put them in a receptive frame of mind	Classroom Set-up <ul style="list-style-type: none"> ✓ Designed for learning activities. Meet and Greet <ul style="list-style-type: none"> ✓ Students' <i>line-up quietly</i> outside. ✓ Teacher <i>Meet and Greet</i> as students enter. ✓ Students <i>stand behind desk</i>. ✓ Teacher gives permission for students to <i>be seated</i>. 	What is the role of: <ul style="list-style-type: none"> • brain breaks, • teacher-student, student-student relationships, • positive behaviour strategies in the lesson sequence?
ACTIVATE Student Goals, Lesson Learning Intentions & Success <u>Criteria</u> and prior learning	<ul style="list-style-type: none"> ✓ Introduce Learning Intentions, Success Criteria and Learning Sequence ✓ Teacher activates previous knowledge and prior learning. 	
Gradual Release Model (EXPLAIN, EXPLORE and ELABORATE)		
I Do -Modelling Focused Instruction	<ul style="list-style-type: none"> ✓ Teacher explicitly teaches concept, <u>knowledge</u> or skill. ✓ Teacher explains and models process, task. ✓ Teachers seek formative feedback to check understanding 	
We Do- Guided Instruction Individual or Group Practice. Cooperative or Collaborative Learning.	<ul style="list-style-type: none"> ✓ Students apply new knowledge, concept, or skill to new situation. ✓ Students work cooperatively or collaboratively to practice, write, respond. ✓ Teachers seek formative feedback on student understanding. ✓ The learning is differentiated/ scaffolded to cater to student point of need. 	
You Do – Exploring Independently Independent Learning	<ul style="list-style-type: none"> ✓ Independent or small group application ✓ The learning is differentiated/scaffolded to cater to student point of need. 	
EVALUATE – reflect and reinforce	<ul style="list-style-type: none"> ✓ Summarise and reinforce key learning. ✓ Teacher plenary to evaluate learning based on success criteria. ✓ Where to next? 	