	Curriculum Framework Policy	**Endorsed by Leading Teacher Curriculum:**
Corryong College *Enhancing lives, creating opportunities.*		April 2022
		Developed: February 2022
Information: 02 6076 1566	DET Schools Reference Guide:	Review cycle: 3 yearly.
		Next review: February 2023
Manager: Principal	Associated Policies: Previous Policies within "500 Curriculum", Transition, Middle School and Senior School Handbooks, Whole School Curriculum Plan, Corryong College Curriculum Planning (Scope and Sequence) documents, Student Learning Outcomes Statement, Framework for Improving Student Outcomes, Assessment, Using Digital Technologies to Support Learning and Teaching, Student Wellbeing and Learning, Students with Disabilities, Koorie Education	Issue No: 1.2

Due to new VCE Vocational Specialisation and VCE Foundation being introduced in 2023, this policy will need to be updated Feb 2023 |

Rationale/Aims:

The Victorian Curriculum and VCAA Study Designs specify the skills children and young people need for success in work and life. This framework policy sets out how Corryong College provides this opportunity for our students by providing a broad range of programs for students in the later years.

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.

Corryong College encourages its 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 culturally inclusive curricula. The College is committed to offering students a curriculum which will meet their pathways.

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

Corryong College will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (Appendix 1).

- **An explanation of how and when curriculum and teaching practice will be reviewed** (statement found at 'Review Process').

- **An Outline of how the school will deliver its curriculum** is found in the Corryong College Curriculum Planning (Scope and Sequence) documents.

- **A whole school curriculum map which can also show time allocation** (Appendix 2).

- **A documented strategy to improve student learning outcomes** (refer to Student Learning Outcomes Statement).

Implementation:

Staff are expected to follow the current curriculum, as specified by DET and VCAA. It is each staff member's responsibility to ensure that their teaching programs align with these curriculum documents. The Principal class, VCE Coordinator, Curriculum Coordinator, as well as all staff, have the responsibility to ensure changes to curriculum are made known to all staff members.

The school's Curriculum Committee will assist to determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

The DET requirements related to the teaching of Languages, Physical and Sports Education will continue to be implemented.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Digital Learning in Schools' and the school's own endorsed policy.
Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

Procedures:
Corryong College will recognise and respond to **diverse student needs** when developing its curriculum programs and curriculum plan.

Corryong College will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There is a broad offering of programs to meet demand, designed to enhance effective learning for the 21st century.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas, where relevant.

Preparing young people for the transition from school into further education and careers will be a critical element in the senior secondary program. All students will work on a Career Action Plan Year 7-12.

Teaching and learning programs will be resourced through Program Budgets.

Program Development:
Corryong College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments and giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Outcomes (FISO 2.0), a model for continuous school improvement. Key components include:-
- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

Victorian Curriculum F-10:

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10, in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.

The Victorian Curriculum F–10 includes eight learning areas and four general capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and general capabilities. Achievement standards are provided in four levels (Levels A to D) for students with additional learning needs or a disability.

Senior Secondary Certificates:
The Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) will be used as a framework for curriculum development, delivery and assessment at Years 11 and 12 in accordance with VCAA guidelines.

Senior Secondary Certificates (continued):
1. *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.

2. *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.

Students can enrol in VVLN (Victorian Virtual Learning Network) or VSV (Virtual Schools Victoria) subjects and the Victorian School of Languages if required.
Note: The VCAA is responsible for the curriculum, assessment and certification of both the VCE and the VCAL.

Corryong College will ensure compliance and quality assurance requirements to Australian Quality Training Framework (AQTF) Standards in delivering Vocational Education and Training (VET) and Structured Workplace Learning (SWL) programs.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

Student Wellbeing and Learning:
Corryong College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. We will:
- Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- Provide a flexible, relevant, inclusive and appropriate curriculum.
- Accommodate student developmental needs within the Victorian Curriculum stages of schooling.

Inclusion and disabilities
- The Department of Education and Training (DET) and Corryong College are committed to delivering an inclusive education system that ensures all students, including all young people living with disabilities or additional needs can participate, achieve and grow.
- Corryong College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

- Corryong College will implement the Departments Team Around the Learner (TAL) guidelines. TAL provides a structured framework for a whole-school approach to support all learners using a Multi-Tiered System of Support (MTSS).
- Central to the TAL framework and our inclusive practices is forming Student Support Groups (SSG) for all students with additional needs. The SSG will vary depending on the type and level of need for each student. Integral to TAL Individual Education Plans (IEP) will be developed to support the learners.

Koorie Education
Corryong College is committed to providing culturally appropriate and inclusive programs to Koorie students through:
- Working with the DET Koorie Engagement Support Officers (KESO).
- Where possible, working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community.
- Supporting the development of high expectations and individualised learning for Koorie students through the use of Individual Education Plans.
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.
- Implementing initiatives and programs that meet student needs and in partnership with the Koorie community.
- Encouraging Koorie students to undertake career opportunities.

Review Process:
The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum and VCAA Study Designs. Curriculum audits and review will inform future curriculum planning and implementation.
The school's Principal class, VCE Coordinator and Curriculum Coordinator team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff Performance and Development Process (PDP) in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

Staff will attend FISO focused Professional Learning Communities (PLC), in 2022 for Learning and Evaluating Impact on Learning.

Staff are able to use their planning time, as well as other meeting times, such as Faculty PLC's , to review/update/develop their teaching programs in an open accessible SharePoint.

The School Strategic Plan (SSP), Annual Implementation Plan (AIP) and Staff Performance and Development Plans (PDPs) include the expectation that staff review their teaching programs on a regular basis.

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

References:
http://victoriancurriculum.vcaa.vic.edu.au/
http://www.vcaa.vic.edu.au/
https://www2.education.vic.gov.au/pal/curriculum-programs/policy
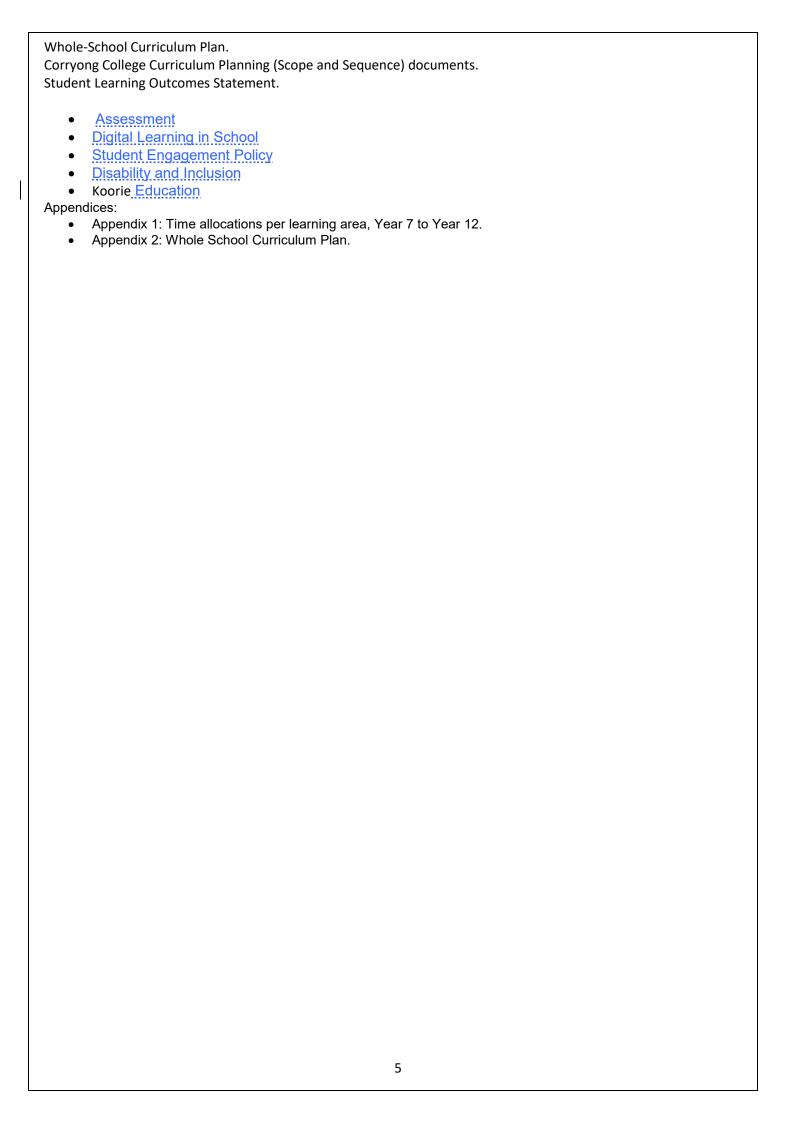https://www2.education.vic.gov.au/pal/vocational-education-and-training-vet-delivered-secondary-students/policy
https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx
https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx

Related Policies and Documents:
Transition, Middle School and Senior School Handbooks.

Whole-School Curriculum Plan.
Corryong College Curriculum Planning (Scope and Sequence) documents.
Student Learning Outcomes Statement.

- Assessment
- Digital Learning in School
- Student Engagement Policy
- Disability and Inclusion
- Koorie Education

Appendices:
- Appendix 1: Time allocations per learning area, Year 7 to Year 12.
- Appendix 2: Whole School Curriculum Plan.

Appendix 1: Time allocations per learning area in Foundation -10 and Senior Secondary.

Foundation – Grade 2

Learning Areas	Periods per week	Minutes per week
Literacy	10 (x60)	600
Numeracy	7.5	360
Science	.5	24
Humanities	.5	24
Music	1	48
PE / Sport	3	144
Health	1	48
Arts	2	96
Library / IT	2	96
TOTAL		**1440**

Grade 3 to 4

Learning Areas	Periods per week	Minutes per week
Literacy	10 (x60)	600
Numeracy	6 (x48)	288
Science	.5	24
Humanities	.5	24
Sport	3	144
Health (SAKG)	3	144
Arts	2	96
IT	1	48
LOTE	1	48
Music	.5	24
TOTAL	30	**1440**

Grade 5-6

Learning Areas	Periods per week	Minutes per week
Literacy	9	432
Numeracy	7	336
Science	2	96
Humanities SOSE	2	96
Sport	3	144
Health (SAKG)	3	144
Arts	2	96
Music	1	48
Language LOTE	1	48
TOTAL	30	**1440**

The curriculum, Year 7-10 is based on the Victorian Curriculum.

The Year 7-8 timetable is structured on a weekly basis. Year 9-10 is structured on an annual basis.

Each period is 48 minutes.

The breakdown of the weekly cycle is as follows –

Year 7 – Core Curriculum

Learning Areas	Periods per week	Minutes per week
English	5.5	264
Mathematics	5	240
Science	3	144
Humanities	3	144
Languages	2	96
PE/Health	3	144
Sport	2	96
Arts (Drama, Music, Art)	Art 1.5 Drama .5 Music .5	120
Technology (Vis Com, Wood, Metal, Food, Textiles and IT)	Food 1 Tex 1 Vis Com 1 Metal/Wood 1	192
Totals	30	1440

Year 8

Learning Areas	Periods per week	Minutes per week
English	5	240
Mathematics	5	240
Science	3	144
Humanities	3	144
Languages	2	96
PE/Health	3	144
Sport	2	96
Arts (Drama, Music, Art)	Art 2 Drama .5 Music .5	144
Technology (Vis Com, Wood, Metal, Food, Textiles and IT)	Food 1 Tex 1 Vis Com 1 Metal/Wood 1	192
Totals	30	1440

9-10 – Core and elective curriculum

Core Learning Areas	Periods per week	Minutes per week
English	5	240
Mathematics	5	240

Sport	2	96
Sub total	12	576
Electives: Minimum requirement to fill the remaining 17 or 18 periods		
Science – minimum 1 units per year (4 units offered / year = 20 lessons)	5	240
Humanities - minimum 1 units per year (4 units offered / year = 20 lessons)	5	240
Arts – Art- Drama (2 units offered / year = 10 lessons) Technology - Vis Com, Wood, Metal, Food, Textiles and IT (6 units offered / year = 30 lessons)	5	240
Outdoor Education – elective (1 unit offered / year)	2.5	120
Health (Year 9 1 semester	2.5	120
Languages – elective (1 unit / semester)	4	192
Year 10 only: Future Directions (Careers Ed) unless accelerating into a VCE subject		
Totals : depends on electives	30	1440

Each unit will cover at least one of the four Victorian Curriculum General Capabilities of: Personal and Social. Intercultural, Ethical and Critical and Creative thinking.

Year 11 VCE

Subject	Periods per week	Minutes per week
English	5	240
Subject 2	5	240
Subject 3	5	240
Subject 4	5	240
Subject 5	5	240
Subject 6	5	240
Total	30	1440

Year 12 VCE

Subject	Periods per week	Minutes per week
English	5	240
Subject 2	5	240
Subject 3	5	240
Subject 4	5	240
Subject 5	5	240
Private study (or Subject 6) in year 12	5	240
Total	30	1440

Year 11-12 VCAL

Units	Periods per week	Minutes per week
Literacy	6	288
Numeracy	3	144

Personal Development Skills	2	96
Work related skills	1	48
Industry Specific skills (VET certificate)	-	
Structured workplace learning	6	288
VCE- classes	12	576
Total	30	1440

Appendix 2: Whole School Curriculum Plan.

Victorian Curriculum Plan: Prep to Year 2

Column groups (headers):

- **The Arts**: Dance, Drama, Media Arts, Music, Visual Arts
- **Critical and Creative Thinking**: Questions and Possibilities, Reasoning, Meta-Cognition
- **English**: Reading and Viewing, Writing, Speaking and Listening
- **Ethical Capability**: Understanding Concepts, Decision Making and Actions
- **Health and Physical Education**: Personal, Social and Community Health; Movement and Physical Activity
- **Intercultural Capability**: Cultural Practices, Cultural Diversity
- **The Humanities** — Geography: Geographical Concepts and Skills, Geographical Knowledge; History: Historical Concepts and Skills, Historical Knowledge
- **Languages**: Communicating, Understanding
- **Mathematics**: Number and Algebra, Measurement and Geometry, Statistics and Probability
- **Personal and Social Capability**: Self-Awareness and Management, Social Awareness and Management
- **Science**: Science Understanding, Science Inquiry Skills
- **Technologies** — Design and Technologies: Technologies and Society, Technologies Contexts, Creating Designed Solutions; Digital Technologies: Digital Systems, Data and Information, Creating Digital Solutions

The Arts sub-columns each show strands 1 2 3 4 5 (see key).

First column: 1000 annual teaching hours or 250 hours per term

Teaching and Learning Program Year: F

Annual programs
Subject	Hours	Codes/notes
English	300hr/yr	VCCCTQ002
Mathematics	210hr/yr	
Sport	90hr/yr	
ART	58hr/yr	
Library	29hr/yr	
Establishing Norms at Corryong Colleged		

Semester 1 programs
Subject	Hours	Codes/notes
ICT	14hr/yr	VCDTCD017
Humanities	28hr/yr	VCECD002
Health/PE		

Semester 2 programs
Subject	Hours	Codes/notes
INDO	14hr/yr	
Science	28hr/yr	VCSSU046 VCSSU046 ; VCDSTC015
Health/PE		

Teaching and Learning Program Year: 1

Annual programs
Subject	Hours	Codes/notes
English	300hr/yr	VCCCTQ002
Mathematics	210hr/yr	
Sport	90hr/yr	
ART	58hr/yr	
Library	29hr/yr	
Establishing Norms at Corryong Colleged		

Semester 1 programs
Subject	Hours	Codes/notes
ICT	14hr/yr	VCDTCD017
Humanities	28hr/yr	VCECD002
Health/PE		

Semester 2 programs
Subject	Hours	Codes/notes
INDO	14hr/yr	
Science	28hr/yr	VCSSU046 VCSSU046 ; VCDSTC015
Health/PE		

Teaching and Learning Program Year: 2

Annual programs
Subject	Hours	Codes/notes
English	300hr/yr	Dance/Music/Visual Arts: 5
Mathematics	210hr/yr	
Sport	90hr/yr	2,3
ART	58hr/yr	
Library	29hr/yr	
Establishing Norms at Corryong Colleged		

Semester 1 programs
Subject	Hours	Codes/notes
ICT	14hr/yr	
Humanities	29hr/yr	Geography: 4

Semester 2 programs
Subject	Hours	Codes/notes
INDO	14hr/yr	
Science	29hr/yr	

Key: The Arts

Dance strands
1 Explore and Express Ideas
2 Dance Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Drama strands
1 Explore and Express Ideas
2 Drama Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Media Arts strands
1 Explore and Represent Ideas
2 Media Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Music strands
1 Explore and Express Ideas
2 Music Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Arts strands
1 Explore and Express Ideas
2 Visual Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:
Foundation Stage (Prep–Year 2):
(a) A structured teaching and learning program in English and Mathematics at each year level
(b) Substaintial attention to Health and Physical Education, The Arts and Personal and Social Capabilty
(c) A learning program drawing on the other curriculum areas
More information on pages 19-20:
http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf

Please also refer to applicable sector-specific information.

Towards Foundation

			The Arts					Critical and Creative Thinking			English			Health and Physical Education		The Humanities				Languages		Mathematics			Personal and Social Capability		Science		Technologies					

The Arts sub-columns: Dance | Drama | Media Arts | Music | Visual Arts

Critical and Creative Thinking: Questions and Possibilities | Reasoning | Meta-Cognition

English: Reading and Viewing | Writing | Speaking and Listening

Health and Physical Education: Personal, Social and Community Health | Movement and Physical Activity

The Humanities — Geography: Geographical Concepts and Skills | Geographical Knowledge; History: Historical Concepts and Skills | Historical Knowledge

Languages: Communicating | Understanding

Mathematics: Number and Algebra | Measurement and Geometry | Statistics and Probability

Personal and Social Capability: Self-Awareness and Management | Social Awareness and Management

Science: Science Understanding | Science Inquiry Skills

Technologies — Design and Technologies: Technologies and Society | Technologies Contexts | Creating Designed Solutions; Digital Technologies: Digital Systems | Data and Information | Creating Digital Solutions

1000 annual teaching hours or 250 hours per term

The Arts strand levels: 1 2 3 4 5 (see key)

see key

Teaching and Learning Program Year:

Annual programs
- English
- Mathematics

Semester 1 programs

Semester 2 programs

Teaching and Learning Program Year:

Annual programs
- English
- Mathematics

Semester 1 programs

Semester 2 programs

Key: The Arts

Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands
1 Explore and Express Ideas	1 Explore and Express Ideas	1 Explore and Represent Ideas	1 Explore and Express Ideas	1 Explore and Express Ideas
2 Dance Practices	2 Drama Practices	2 Media Arts Practices	2 Music Practices	2 Visual Arts Practices
3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform
4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret
5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered

Note on Towards Foundation Level Victorian Curriculum

Levels A to D focus on progressing students from a pre-intentional to intentional engagement in learning.

They support students to develop their independence as they explore, participate and engage in the world around them.

As students progress through these levels, the amount of support decreases as they proceed towards becoming independent learners.

More information on the Diversity of Learners:

http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners

Personal and Social Capability introduces the concepts of empathy and diversity, which underpin the understanding of cultural practices and diversity covered in Intercultural Capability.

Critical and Creative Thinking introduces questioning and reasoning, which provide scaffolding for the concepts and decision-making skills in Ethical Capability.

Please also refer to applicable sector-specific information.

Victorian Curriculum Plan: Years 3 and 4

Column groups (headers):

- **The Arts**: Dance, Drama, Media Arts, Music, Visual Arts (strands 1 2 3 4 5 each)
- **Critical and Creative Thinking**: Questions and Possibilities, Reasoning, Meta-Cognition
- **English**: Reading and Viewing, Writing, Speaking and Listening
- **Ethical Capability**: Understanding Concepts, Decision Making and Actions
- **Health and Physical Education**: Personal, Social and Community Health, Movement and Physical Activity
- **Intercultural Capability**: Cultural Practices, Cultural Diversity
- **The Humanities**:
  - Civics and Citizenship (1 2 3 4)
  - Geography: Geographical Concepts and Skills, Geographical Knowledge
  - History: Historical Concepts and Skills, Historical Knowledge
- **Languages**: Communicating, Understanding
- **Mathematics**: Number and Algebra, Measurement and Geometry, Statistics and Probability
- **Personal and Social Capability**: Self-Awareness and Management, Social Awareness and Management
- **Science**: Science Understanding, Science Inquiry Skills
- **Technologies**:
  - Design and Technologies: Technologies and Society, Technologies Contexts, Creating Designed Solutions
  - Digital Technologies: Digital Systems, Data and Information, Creating Digital Solutions

First column: **1000 annual teaching hours or 250 hours per term**

Grade 3 Teaching and learning program Year:

Annual programs

Program	Hours
English	300hr/yr
Mathematics	210hr/yr
SAKG Kitchen	58 hr/yr
SAKG Garden	29hr/yr
Sport	90hr/yr
ART	58hr/yr
Library	29hr/yr
Establishing Norms at Corryong Colleged	

(English row Arts: 5, 5, 5; Sport: 2,3; Food entries across Mathematics Measurement/Geometry, Science Understanding and Technologies columns)

Semester 1 programs

Program	Hours
ICT	14hr/yr
Humanities	29hr/yr (Civics and Citizenship: 4)

Semester 2 programs

Program	Hours
INDO	14hr/yr
Science	29hr/yr

Grade 4 Teaching and learning program Year:

Annual programs

Program	Hours
English	300hr/yr
Mathematics	210hr/yr
SAKG Kitchen	58 hr/yr
SAKG Garden	29hr/yr
Sport	90hr/yr
ART	58hr/yr
Library	29hr/yr
Establishing Norms at Corryong Colleged	

Semester 1 programs

Program	Hours
Production	14hr/yr
ICT	14hr/yr
Humanities	29hr/yr

Semester 2 programs

Program	Hours
INDO	14hr/yr
Science	29hr/yr

Key: The Arts

Dance strands
1 Explore and Express Ideas
2 Dance Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Drama strands
1 Explore and Express Ideas
2 Drama Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Media Arts strands
1 Explore and Represent Ideas
2 Media Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Music strands
1 Explore and Express Ideas
2 Music Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Arts strands
1 Explore and Express Ideas
2 Visual Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Key: The Humanities

Civics and Citizenship strands
1 Government and Decomcracy
2 Laws and Citizens
3 Citizenship, Diveristy and Identity
4 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:

Breadth Stage (Years 3–8):
(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) Substaintial attention to Health and Physical Education
(c) A languages program
(d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
(e) An Arts program, including all 5 Arts disciplines at Years 3-4, and at Years 5-6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts
(f) A Technologies program
(g) A learning program that includes each of the Capabilities
More information on page 20:
http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf

Please also refer to applicable sector-specific information.

Victorian Curriculum Plan: Years 5 and 6

Column groupings (headers)

The Arts: Dance, Drama, Media Arts, Music, Visual Arts

Critical and Creative Thinking: Questions and Possibilities, Reasoning, Meta-Cognition

English: Reading and Viewing, Writing, Speaking and Listening

Ethical Capability: Understanding Concepts, Decision Making and Actions

Health and Physical Education: Personal, Social and Community Health, Movement and Physical Activity

Intercultural Capability: Cultural Practices, Cultural Diversity

The Humanities: Civics and Citizenship, Economics and Business, Geography (Geographical Concepts and Skills, Geographical Knowledge), History (Historical Concepts and Skills, Historical Knowledge)

Languages: Communicating, Understanding

Mathematics: Number and Algebra, Measurement and Geometry, Statistics and Probability

Personal and Social Capability: Self-Awareness and Management, Social Awareness and Management

Science: Science Understanding, Science Inquiry Skills

Technologies – Design and Technologies: Technologies and Society, Technologies Contexts, Creating Designed Solutions

Technologies – Digital Technologies: Digital Systems, Data and Information, Creating Digital Solutions

Strand numbering shown: 1 2 3 4 5 (Arts); 1 2 3 4 (Civics and Citizenship); 1 2 3 4 5 6 7 (Economics and Business). "see key"

1000 annual teaching hours or 250 hours per term

Teaching and learning program – Year: Odd

Program	Hours
Annual programs	
English	232h/y
Mathematics	174h/y
Physical Education	58h/yr
Music	29h/yr
SAKG Kitchen	58h/yr
SAKG Garden	29h/yr
ART	58h/yr
Semester 1 programs	
Start of Year program	20h/yr
Humanities	58h/s
STEM (Cloudy with a chance of warming)	29h/s
STEM (Leonardo's Legacy)	29h/s
Semester 2 programs	
Humanities	58h/s
STEM (Shelter from the storm)	29h/s
STEM (Seeds of change)	29h/s

Teaching and learning program – Year: Even

Program	Hours
Annual programs	
English	232h/y
Mathematics	174h/y
Physical Education	58h/yr
Music	29h/yr
SAKG Kitchen	58h/yr
SAKG Garden	29h/yr
ART	58h/yr
Semester 1 programs	
Start of Year program	20h/yr
Humanities (Civics and Citizenship strand 4)	58h/s
STEM (The white powder mystery)	29h/s
STEM (Are we there yet?)	29h/s
Semester 2 programs	
Humanities (Economics and Business strand 7)	58h/s
STEM (Cows create careers)	29h/s
STEM (A light problem)	29h/s

Production (not all students participate)	14hr/yr

Key: The Arts

Dance strands
1 Explore and Express Ideas
2 Dance Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Drama strands
1 Explore and Express Ideas
2 Drama Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Media Arts strands
1 Explore and Represent Ideas
2 Media Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Music strands
1 Explore and Express Ideas
2 Music Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Arts strands
1 Explore and Express Ideas
2 Visual Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Key: The Humanities

Civics and Citizenship strands
1 Government and Decomcracy
2 Laws and Citizens
3 Citizenship, Diversity and Identity
4 All strands covered

Economics and Business strands
1 Resource allocation and making choices
2 The business environment
3 Consumer and financial literacy
4 Work and work futures
5 Enterprising behaviours and capabilities
6 Resoning and interpretation
7 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:

Breadth Stage (Years 3–8):
(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) Substaintial attention to Health and Physical Education
(c) A languages program
(d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
(e) An Arts program, including all 5 Arts disciplines at Years 3-4, and at Years 5-6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts
(f) A Technologies program
(g) A learning program that includes each of the Capabilities
More information on page 20:
http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf

Please also refer to applicable sector-specific information.

Victorian Curriculum Plan: Year 7 and 8

Column headers

The Arts: Dance | Drama | Media Arts | Music | Visual Arts | Visual Comm. Design

Critical and Creative Thinking: Questions and Possibilities | Reasoning | Meta-Cognition

English: Reading and Viewing | Writing | Speaking and Listening

Ethical Capability: Understanding Concepts | Decision Making and Actions

Health and Physical Education: Personal, Social and Community Health | Movement and Physical Activity

Intercultural Capability: Cultural Practices | Cultural Diversity

The Humanities: Civics and Citizenship | Ecomics and Business | Geography (Geographical Concepts and Skills | Geographical Knowledge) | History (Historical Concepts and Skills | Historical Knowledge)

Languages: Communicating | Understanding

Mathematics: Number and Algebra | Measurement and Geometry | Statistics and Probability

Personal and Social Capability: Self-Awareness and Management | Social Awareness and Management

Science: Science Understanding | Science Inquiry Skills

Technologies: Design and Technologies (Technologies and Society | Technologies Contexts | Creating Designed Solutions) | Digital Technologies (Digital Systems | Data and Information | Creating Digital Solutions)

The Arts strand numbers: 1 2 3 4 5

1000 annual teaching hours or 250 hours per term

see key

Teaching and learning program Year: (Year 7)

Annual programs
Program	Hours
Yr 7 English	158h/yr
Mathematics	144h/yr
Humanities	86h/yr
Science	86h/yr
Languages	58h/yr
Physical Education	57h/yr
SPORT	57h/yr

Semester 1 programs
Program	Hours
Art	43hr/yr
Home Economics	29hr/yr
Wood Work	29hr/yr
Personal Development	29hr/yr

Semester 2 programs
Program	Hours
Visual Communication	29hr/yr
Metal Work	29hr/yr
Performing Arts	29hr/yr

Teaching and learning program Year: (Year 8)

Annual programs
Program	Hours
Year 8 English	144h/yr
Mathematics	144h/yr
Humanities	86h/yr
Science	86h/yr
Languages	57h/yr
Physical Education	57h/yr
SPORT	57h/yr
Art	57 hr/yr

Semester 1 programs
Program	Hours
Personal Development	29hr/yr
Metal Work	29hr/yr
Home Economics	29hr/yr

Semester 2 programs
Program	Hours
Woodwork	29hr/yr
Visual Communication	29hr/yr
Performing Arts	29hr/yr

Key: The Arts

Dance strands
1 Explore and Express Ideas
2 Dance Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Drama strands
1 Explore and Express Ideas
2 Drama Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Media Arts strands
1 Explore and Represent Ideas
2 Media Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Music strands
1 Explore and Express Ideas
2 Music Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Arts strands
1 Explore and Express Ideas
2 Visual Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Communication Design strands
1 Explore and Express Ideas
2 Visual Communication Design Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Key: The Humanities

Civics and Citizenship strands
1 Government and Decomcracy
2 Laws and Citizens
3 Citizenship, Diversity and Identity
4 All strands covered

Economics and Business strands
1 Resource allocation and making choices
2 The business environment
3 Consumer and financial literacy
4 Work and work futures
5 Enterprising behaviours and capabilities
6 Resoning and interpretation
7 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:
Breadth Stage (Years 3–8):
(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) Substaintial attention to Health and Physical Education
(c) A languages program
(d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
(e) An Arts program, including all 5 Arts disciplines at Years 3-4, and at Years 5-6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts
(f) A Technologies program
(g) A learning program that includes each of the Capabilities
More information on page 20:
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Please also refer to applicable sector-specific information.

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Victorian Curriculum Plan: Year 9 and 10

Column headings

Learning area	Sub-strands
The Arts	Dance (1 2 3 4 5); Drama (1 2 3 4 5); Media Arts (1 2 3 4 5); Music (1 2 3 4 5); Visual Arts (1 2 3 4 5); Visual Comm. Design (1 2 3 4 5)
Critical and Creative Thinking	Questions and Possibilities; Reasoning; Meta-Cognition
English	Reading and Viewing; Writing; Speaking and Listening
Ethical Capability	Understanding Concepts; Decision Making and Actions
Health and Physical Education	Personal, Social and Community Health; Movement and Physical Activity
Intercultural Capability	Cultural Practices; Cultural Diversity
The Humanities	Civics and Citizenship (1 2 3 4); Economics and Business (1 2 3 4 5 6 7); Geography (Geographical Concepts and Skills; Geographical Knowledge); History (Historical Concepts and Skills; Historical Knowledge)
Languages	Communicating; Understanding
Mathematics	Number and Algebra; Measurement and Geometry; Statistics and Probability
Personal and Social Capability	Self-Awareness and Management; Social Awareness and Management
Science	Science Understanding; Science Inquiry Skills
Technologies	Design and Technologies (Technologies and Society; Technologies Contexts; Creating Designed Solutions); Digital Technologies (Digital Systems; Data and Information; Creating Digital Solutions)

Hours column note: **1000 annual teaching hours or 250 hours per term**

Teaching and learning program Year (Year 9)

Annual programs
Program	Hours
English	144h/yr
Mathematics	144/yr
Yr 9 Personal Development	72h/yr
SPORT	58h/yr
Bogong Camp	

Semester 1 programs
Program	Hours
Humanities WW1, Environmental Change and Management, the Law.	72h/yr
Art	57hr/yr
Agricultural Science	57hr/yr
First Aid Bronze Medallion	57hr/yr
Medical Science	72hr/yr
Robots v Man	57hr/yr
Indonesian	57hr/yr
Outdoor Education	57hr/yr
Wood Work	72hr/yr
Human Movement	72hr/yr
Active for Life	72hr/yr
Food Technology Food Odyssey	72hr/yr

Semester 2 programs
Program	Hours
Humanities: Geography of Wellbeing/Australia and Asia/Economics	72h/yr
Engineering	57hr/yr
Textiles	57hr/yr
Outdoor Education	57hr/yr
Save our Planet	72hr/yr
Fun and Fitness	72hr/yr
Sport Science	72hr/yr
Advanced Science	72hr/yr
Indonesian	57hr/yr
Visual Communications	57hr/yr
Food Technology BeautyBrainsBrawn	57hr/yr
Psychology Introduction	57hr/yr
Performing Arts	72hr/yr
Metal Fabrication	72hr/yr

Teaching and learning program Year (Year 10)

Annual programs
Program	Hours
English	144h/yr
Mathematics	144h/yr
SPORT	58h/yr

Semester 1 programs
Program	Hours
Humanities WW2/Globalisation/Aboriginal Rights and Freedoms	72h/yr
Forensic Science	72h/yr
Active For Life	72h/yr
Food Tech Come and Get IT	72h/yr

Semester 2 programs
Program	Hours
Humanities WWII/Politics/Geography of Interconnections/Economics	72h/yr
Sports Coaching	72h/yr
Food Tech Around the World 80	72h/yr
Musical Producation	72h/yr
Arts Connect	
CFA	

Key: The Arts

Dance strands
1 Explore and Express Ideas
2 Dance Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Drama strands
1 Explore and Express Ideas
2 Drama Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Media Arts strands
1 Explore and Represent Ideas
2 Media Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Music strands
1 Explore and Express Ideas
2 Music Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Arts strands
1 Explore and Express Ideas
2 Visual Arts Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Visual Communication Design strands
1 Explore and Express Ideas
2 Visual Communication Design Practices
3 Present and Perform
4 Respond and Interpret
5 All strands covered

Key: The Humanities

Civics and Citizenship strands
1 Government and Decomcracy
2 Laws and Citizens
3 Citizenship, Diversity and Identity
4 All strands covered

Economics and Business strands
1 Resource allocation and making choices
2 The business environment
3 Consumer and financial literacy
4 Work and work futures
5 Enterprising behaviours and capabilities
6 Resoning and interpretation
7 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:
Pathways Stage (Years 9–10):
(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) Substaintial attention to Health and Physical Education
(c) A languages program
(d) A Humanities program, including History, Geography, Civics and Citizenship and Economics and Business in each two-year band
(e) An Arts program that includes at least one Arts discipline
(f) A Technologies program
(g) A learning program that includes each of the Capabilities

If a school proposes for any student an individual learning program that departs from the provision model set out in the whole-school curriculum plan, that decision should be made in conjunction with the student and the student's parents/carers, and must be approved by the school principal.
The school curriculum plan should recognise that in these years of schooling some students begin to focus on areas of specialisation related to both their future schooling and intended pathways beyond school.

More information:
http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf

Please also refer to applicable sector-specific information.

Appendix 3: Annual Curriculum and Teaching Practice review

Curriculum and Teaching Practice Review Timeline

Review time line **as of February 2022**

Curriculum Review	HOW	WHO	WHEN
WHOLE SCHOOL	Curriculum Meetings PLC Team Meetings SIT Meetings	Leading Teacher Curriculum PLC Leaders/Learning Specialists School Improvement Leaders	Term 1 - Review for current year Term 2 – Review, update and implement for the following year
CURRICULUM AREAS	Curriculum Meetings PLC Team Meetings Curriculum Planning Days – PL/PD	Leading Teacher Curriculum PLC/KLA Leaders/Learning Specialists All teaching staff	3 times per terms 3 times per term 1-2 days per year
YEAR LEVELS	Curriculum Meetings PLC Team Meetings Curriculum Planning Days – PL/PD	Leading Teacher Curriculum PLC/LKA Leaders All teaching staff	3 times per terms 3 times per term 1-2 days per year
UNITS and LESSONS	PLC Team Meetings Reflection for individual teachers and their practice – capture the memory Curriculum Planning Days – PL/PD	Leading Teacher Curriculum PLC/KLA Leaders All teaching staff	Ongoing
TEACHING PRACTICE	PLC Meetings Community of Practice Teams Learning Walks Curriculum Planning Days – PL/PD	Leading Teacher Curriculum – Leading Teacher T/L PLC/KLA Leaders/Learning Specialists School Improvement Leaders	Ongoing