

	<h2 style="text-align: center;">Curriculum Framework Policy</h2>	<p style="text-align: right;">Endorsed by School Council:</p> <p style="text-align: right;">March 2018</p> <p style="text-align: right;">Developed: March 2018</p>
<p>Information: 02 6076 1566</p> <p>Manager: Principal</p>	<p>DET Schools Reference Guide:</p> <p>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</p>	<p>Next review: Term 4 2020</p> <p>Issue No: 1.1</p>

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 '[Using Digital Technologies to Support Learning and Teaching](#)' 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 8-12.

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), 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 Distance Education subjects and the Victorian School of Languages if required. Our students also have the ability to access Bendigo Senior Secondary's Victorian Virtual Learning Network (VVLN) if necessary.

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.

Students with Disabilities

- The Department of Education and Training (DET) and Corryong College are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
- Corryong College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.
- ILP's will be written for these students and progress monitored in support groups (SSG's).

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, for example via Local Aboriginal Education Consultative Groups (LAECG).
- Supporting the development of high expectations and individualised learning for Koorie students.
- 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 Teams, in 2018, Positive Climate for Learning and Evaluating Impact on Learning.

Staff are able to use their planning time, as well as other meeting times, such as Faculty meetings and Professional Learning Teams, to review/update/develop their teaching programs.

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/>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/seniorsec.aspx>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.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.

- [Framework for Improving Student Outcomes](#)
- [Assessment](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [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 year 7 -10 and Senior Secondary.

Foundation – Grade 2

Learning Areas	Periods per week	Minutes per week
Literacy	10 (x60)	600
Numeracy	10 (x40)	400
Science	.5	30
Humanities	.5	30
Sport	5 (x30min)	150
Health	.5	30
Arts	1.5	70
Library / IT	2	130
TOTAL		1440

Grade 3 to4

Learning Areas	Periods per week	Minutes per week
Literacy	10 (x60)	600
Numeracy	10 (x38)	380
Science	.5	24
Humanities	.5	24
Sport	3.5 (5 x 30min)	148
Health (SAKG)	3	144
Arts	1.5	72
IT	.5	24
Music	.5	24
TOTAL	30	1440

Grade 5-6

Learning Areas	Periods per week	Minutes per week
Literacy	9	432
STEM :Numeracy/science	8	384
Humanities SOSE	4	192
Sport	2	96
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 timetable is structured on a weekly basis. Year 8-10 is structured on an annual basis.

Each period is 50 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																																					
		The Arts					Critical and Creative Thinking	English		Ethical Capability		Health and Physical Education		Intercultural Capability		The Humanities		Languages		Mathematics			Personal and Social Capability		Science		Technologies										
		Dance	Drama	Media Arts	Music	Visual Arts										Geography	History										Design and Technologies	Digital Technologies									
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Questions and Possibilities	Reasoning	Meta-Cognition	Reading and Viewing	Writing	Speaking and Listening	Understanding Concepts	Decision Making and Actions	Personal, Social and Community Health	Movement and Physical Activity	Cultural Practices	Cultural Diversity	Geographical Concepts and Skills	Geographical Knowledge	Historical Concepts and Skills	Historical Knowledge	Communicating	Understanding	Number and Algebra	Measurement and Geometry	Statistics and Probability	Self-Awareness and Management	Social Awareness and Management	Science Understanding	Science Inquiry Skills	Technologies and Society	Technologies Contexts	Creating Designed Solutions	Digital Systems	Data and Information	Creating Digital Solutions
		1000 annual teaching hours or 220 hours per term																																			
		see key																																			
Teaching and Learning Programs Year: F	Annual programs						VCOCTQ 002																														
	English	300h/yr																																			
	Mathematics	210h/yr																																			
	Sport	90h/yr																																			
	ART	50h/yr																																			
	Library	20h/yr																																			
	Establishing Norms at Conyong Colleged																																				
	Semester 1 programs																																				
	ICT	14h/yr																																			
	Humanities	20h/yr													VCECD0 02																					VCDTC0017	
	Health/PE																																				
	Semester 2 programs																																				
	INDO	14h/yr																																			
	Science	20h/yr																											VCSSUG 46 VCSSUG 46			VCDSTC 015					
Health/PE																																					
Teaching and Learning Programs Year: 1	Annual programs						VCOCTQ 002																														
	English	300h/yr																																			
	Mathematics	210h/yr																																			
	Sport	90h/yr																																			
	ART	50h/yr																																			
	Library	20h/yr																																			
	Establishing Norms at Conyong Colleged																																				
	Semester 1 programs																																				
	ICT	14h/yr																																			
	Humanities	20h/yr													VCECD0 02																					VCDTC0017	
	Health/PE																																				
	Semester 2 programs																																				
	INDO	14h/yr																																			
	Science	20h/yr																											VCSSUG 46 VCSSUG 46			VCDSTC 015					
Health/PE																																					
Teaching and Learning Programs Year: 2	Annual programs			5	5	5																															
	English	300h/yr																																			
	Mathematics	210h/yr																																			
	Sport	90h/yr	2.3																																		
	ART	50h/yr																																			
	Library	20h/yr																																			
	Establishing Norms at Conyong Colleged																																				
	Semester 1 programs																																				
	ICT	14h/yr																																			
	Humanities	20h/yr																		4																	
	Semester 2 programs																																				
	INDO	14h/yr																																			
Science	20h/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) Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability

(c) A learning program, drawing on the other curriculum areas

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) Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- (c) A learning program drawing on the other curriculum areas.

Victorian Curriculum Plan: Years 3 and 4

		The Arts					Critical and Creative Thinking			English			Ethical Capability		Health and Physical Education		Intercultural Capability		The Humanities				Languages		Mathematics			Personal and Social Capability		Science		Technologies																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
		Dance	Drama	Media Arts	Music	Visual Arts																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

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 Express 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 Democracy
 2. Laws and Citizens
 3. Citizenship, Diversity 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) Substantial 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/Viccurriculum/RevisedBreadth_10CurriculumPlanningReportingGuidelines.pdf

Please also refer to applicable sector-specific information.

		The Arts						Critical and Creative Thinking			English		Ethical Capability		Health and Physical Education		Intercultural Capability		The Humanities					Languages		Mathematics			Personal and Social Capability		Science		Technologies								
		Dance	Drama	Media Arts	Music	Visual Arts	Visual Comm. Design											Civics and Citizenship	Economics and Business	Geography		History																			
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Questions and Possibilities	Reasoning	Meta-Cognition	Reading and Viewing	Writing	Speaking and Listening	Understanding Concepts	Decision Making and Action	Personal, Social and Community Health	Movement and Physical Activity	Cultural Practices	Cultural Diversity	1 2 3 4	1 2 3 4 5 6 7	Geography at Concepts and Skills	Geography at Knowledge	Historical Concepts and Skills	Historical Knowledge	Communicating	Understanding	Number and Algebra	Measurement and Geometry	Statistics and Probability	Self-Awareness and Management	Social Awareness and Management	Science Understanding	Science Inquiry Skills	Technologies and Society	Technologies Contexts	Creating Designed Solutions	Digital Systems	Data and Information	Creating Digital Solutions	
		1000 annual teaching hours or 250 hours per term						see key																																	
Teaching and learning program Year:	Annual programs																																								
	Yr 7 English	150h/yr																																							
	Mathematics	144h/yr																																							
	Humanities	86h/yr																																							
	Science	86h/yr																																							
	Languages	50h/yr																																							
	Physical Education	57h/yr																																							
	SPORT	57h/yr																																							
	Semester 1 programs																																								
	Art	43h/yr																																							
	Home Economics	20h/yr																																							
	Wood Work	20h/yr																																							
	Personal Development	20h/yr																																							
	Semester 2 programs																																								
Visual Communication	20h/yr																																								
Metal Work	20h/yr																																								
Performing Arts	20h/yr																																								
Teaching and learning program Year:	Annual programs																																								
	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 h/yr																																							
	Semester 1 programs																																								
	Personal Development	20h/yr																																							
	Metal Work	20h/yr																																							
	Home Economics	20h/yr																																							
	Semester 2 programs																																								
Woodwork	20h/yr																																								
Visual Communication	20h/yr																																								
Performing Arts	20h/yr																																								
Key: The Arts		Key: The Humanities																								Note the Revised Curriculum Planning and Reporting Guidelines:															
Dance strands		Drama strands						Media Arts strands						Music strands						Visual Arts strands						Visual Communication Design 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						1 Explore and Express Ideas															
2 Dance Practices		2 Drama Practices						2 Media Arts Practices						2 Music Practices						2 Visual Arts Practices						2 Visual Communication Design Practices															
3 Present and Perform		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						4 Respond and Interpret															
5 All strands covered		5 All strands covered						5 All strands covered						5 All strands covered						5 All strands covered						5 All strands covered															
1 Government and Democracy		1 Resource allocation and making choices																																							
2 Laws and Citizens		2 The business environment																																							
3 Citizenship, Diversity and Identity		3 Consumer and financial literacy																																							
4 All strands covered		4 Work and work futures																																							
		5 Enterprising behaviours and capabilities																																							
		6 Reasoning and interpretation																																							
		7 All strands covered																																							
		Please also refer to applicable sector-specific information.																																							
		http://www.vcaa.vic.edu.au/Documents/schools/Revised-10CurriculumPlanningReportingGuidelines.pdf																																							

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