



# CURRICULUM POLICY

## PURPOSE

To explain how curriculum is planned and implemented at Benalla P-12 College and to ensure that every child learns and succeeds in school. The planning and teaching of curriculum is implemented through a commitment to excellence in teaching, high expectations and strong relationships in a safe and inclusive environment.

## SCOPE

Benalla P-12 College maximises student-learning opportunities through the three stages of education: Early, Middle, and Senior years. All staff follow the College's agreed Teaching and Learning Framework (Teaching Cycle).

The curriculum is developed directly from:

- **Victorian Curriculum F-10.** The Victorian Curriculum provides the framework for curriculum development for Foundation to Year 10. 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. It specifies the skills children and young people need for success in work and life and includes eight learning areas and four capabilities.  
[VCAA - Foundation-10 Curriculum](#)
- **Senior Secondary Curriculum and Programs** - Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM) and Vocational Education and Training (VET) in Schools
- [VPA- Vocational Pathway Certificate](#)  
[VCAA - Curriculum Planning and Assessment](#)
- **Other programs** that support the authorised curriculum e.g. Traffic Safety Education, the Stephanie Alexander Kitchen/Garden Program, Hands on Learning, School Bands Program.

## POLICY

**The College's education program will:**

- Be designed in accordance with our obligations to deliver the authorised Victorian Curriculum
- Be structured in a way that ensures the planned curriculum, the delivered curriculum and the learnt curriculum are aligned
- Provide the best platform to promote effective teaching and learning within and across year levels
- Have a clear basis to provide accurate reporting of students' level of understanding and progress in relation to the course content and intended outcomes
- Be consistent with Benalla P-12 College's priorities, emphases and policies as stated in the Annual Implementation Policy and Strategic Plan.
- Provide a solid structure to maintain a consistent and rigorous delivery of content by all staff across the College, including recently appointed and replacement teachers.

**The College Leadership:**

- Will manage the process of whole school planning and mapping of the curriculum and oversee the delivery of specific content.
- Will lead and manage the curriculum at a number of predetermined and interrelated levels. For example, Stages of Learning, Year Levels and Learning Areas.
- Use a common curriculum template across the College to promote efficient management, development, implementation, planning and review, as well as promoting an understanding by staff of the whole school curriculum.
- Ensure that all Units of Work follow a coherent structure, provide rigorous student learning outcomes, and include effective summative and formative assessments.
- Encourage teachers to plan, contribute to and develop units of work in their Professional Learning Communities.
- Review curriculum programs and courses on a regular basis

**Teachers will:**

- Deliver a consistent curriculum, maximising the rate of growth in student learning outcomes and utilise the Benalla P-12 College Teaching Cycle to plan lessons
- Collaboratively develop a forward planned curriculum that is based on clear, rigorous, timely student data.
- Monitor the effectiveness in accelerating current rates of learning for all students.
- Hold high expectations for all students to achieve maximum learning growth each year.
- Include [High Impact Teaching Strategies](#) to maximise student growth.
- Provide students with rich, authentic learning opportunities and tasks.
- Engage students in creative and interactive learning through innovative use of technology where applicable.
- Provide students with timely feedback on their learning.
- Engage in professional learning, actively contribute to their Professional Learning Communities and develop Units of Work to improve teaching and learning
- Foster authentic and positive home school relationships to support student learning
- Teachers will use concise teacher talk and maximise time on task

**Basis for discretion**

The basis for discretion lies with the Principal as an operational matter.

**POLICY REVIEW AND APPROVAL**

Policy last reviewed	March, 2023
Approved by	Principal
Next scheduled review date	June 2027

## Attachment 1

- Benalla P-12 College Teaching and Learning Framework

### Curriculum Review

<b>Title</b>	<b>Responsible for</b>
Primary Teaching and Learning Team <ul style="list-style-type: none"><li>- Primary AP Curriculum and Pedagogy</li><li>- Primary Teaching and Learning Leading Teacher</li><li>- F-2 Learning Specialist</li><li>- 3/4 Learning Specialist</li><li>- 5/6 Learning Specialist</li></ul>	Review of Primary Curriculum Programs <ul style="list-style-type: none"><li>- English</li><li>- Maths</li><li>- Humanities/Science</li><li>- Digitech</li></ul>
Secondary Teaching and Learning Team <ul style="list-style-type: none"><li>- Secondary AP Teaching and Learning</li><li>- Secondary Maths Learning Specialist</li><li>- Secondary English Learning Specialist</li><li>- Learning Area Leaders</li></ul>	Review of Secondary Curriculum Programs <ul style="list-style-type: none"><li>- Learning Area Curriculum</li></ul>

The role of the curriculum review team is to:

- Analyse student learning data to determine the effectiveness of Curriculum programs.
- Develop a sequential curriculum plan with regular evaluation to ensure consistency across all stages of learning.
- Ensure that the views of students are actively sought in regard to curriculum content, delivery and assessment.
- Develop a whole school course outline.
- Work with the curriculum Leading Teacher to provide significant leadership in the review, development and implementation of curriculum policy, processes and programs within the context of the Annual Implementation Plan.
- Ensure that student learning is at the centre of all decisions made about the implementation of the curriculum at the college.
- Consults with the Timetable Coordinator as required.
- Develop an Assessment and Reporting Policy and Timeline.