

Murrayville Community College Curriculum Policy

Rationale

A guaranteed and viable curriculum is important to the college, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding. Student learning is greatly affected by the quality of teaching that they experience. Teachers therefore must ensure that their teaching skills, knowledge and commitment are of the highest standard.

Aim

Murrayville Community College aims to provide a dynamic learning culture that promotes excellence and caters for individual differences through differentiation. We aim for and value:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- Diversity in our curriculum, in each other and our community
- Strong and open communications between our homes, between our teachers, our students and our families
- A commitment to social justice and a passion to protect and improve our environment and community.

Implementation

A systematic curriculum planning process has been developed by the school which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- A guaranteed and viable curriculum based on The Victorian Curriculum (Victoria's interpretation of the Australian Curriculum), VCE (Victorian Certificate of Education), VET (Vocational Education and Training and VCAL (Victorian Certificate of Applied Learning)
- Staff develop a detailed understanding of the whole school curriculum by developing a curriculum grid each year
- Continuous improvement of curriculum through evaluation of courses at a staff and faculty level
- Documentation of the whole school curriculum, that shows how each learning outcome is taught and assessed
- Consistency between the curriculum and the college's Strategic Plan
- Review of the curriculum, by the Principal, through the staff performance review process.

The college is committed to offering a comprehensive curriculum based on The Victorian Curriculum, VCE, VET and VCAL.

In 2018 the college is committed to maximising time for the teaching of literacy and numeracy. This includes:

- A 2 hour literacy block in P-6 each morning
- 5 hours of English per week 7-9
- 5 hours of Maths per week P-9

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In 2018 the college has committed to providing the students with diverse offerings including:

- Japanese language at P-6
- Stephanie Alexander Kitchen Garden Program at 3-6
- A large offering of subjects at year 7
- An elective program at years 8-10 that caters to individual pathways and student creativity
- Early access to VCE for students in Year 10
- VET Agriculture and VET Hospitality
- School Based Apprenticeships in a range of employment areas such as Agriculture, Retail, Rural Merchandising and Childcare
- Provision of short courses aimed at improving employability eg First Aid, Barista, Responsible Service of Alcohol and Safe Food Handling courses
- Provision of a wide variety of VCE subjects from all learning areas
- Work experience at Year 10

Teachers at our college acknowledge that students deserve the very best teaching possible, and recognise the strong link between quality of teaching and student performance. As a consequence we have undertaken a commitment to provide for the individual needs of each and every student to the best of our abilities. The college has committed to improving teacher practice through the implementation of Formative Assessment and Higher Order Thinking and using a consistent lesson template for the planning of each lesson that requires teachers to articulate:

- What is the learning intention of the lesson? (What do I want my students to learn?)
- How will I – and they – know that they have met the learning intention?
- What classroom activities will help my students to meet the learning intention?
- How can I build in opportunities for the students to receive feedback about their progress towards the learning intentions?

Formative Assessment and Higher Order Thinking has been the focus for Professional Development. Formative Assessment is the assessment that happens each lesson to ensure that students have an understanding of the key concepts taught and it informs the teacher of when each child is ready to move on.

Teachers at our college are committed to ensuring that:

- Parents are kept well informed of their child's progress. They will be invited to be active participants in their child's learning
- Student achievement data will form the basis of each child's learning. Both extension and intervention opportunities will be provided for all students according to need
- All teachers will undertake to enhance their skills by active involvement in personal professional development programs
- All teachers will be involved in the staff performance review process.

Evaluation

When First Approved: 23rd March 2015

When Reviewed / Modified: 28th May 2018