Rationale:

This policy describes the college’s aim to provide a rich and varied educational experience for all students to enable them to achieve their full potential: “Excellence through opportunity”. Further, the curriculum ensures that the human, material and financial resources of the school are utilised in the most efficient way for the benefit of our whole school community. This policy describes the college’s aim to provide a rich and varied educational experience for all students to enable them to achieve their full potential: “Excellence through opportunity”. Further, the curriculum ensures that the human, material and financial resources of the school are utilised in the most efficient way for the benefit of our whole school community.

Scope: this policy applies to all members of the College community.

Definitions

Curriculum refers to everything our college does to support student learning. It takes into account student diversity, organisational arrangements, instructional models, assessment processes and reporting practices. The curriculum takes account of the needs of individuals and the benefits of developing good relationships between students, staff and parents.

Formal curriculum however is the means by which we ensure that each student participates in a balanced set of planned learning experiences, reflecting the Victorian Curriculum while still providing a degree of choice.

Extra Curricular activities are those that fall outside the realm of the normal curriculum of school. Such activities are generally voluntary as opposed to mandatory.

The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Victorian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling.

Domain refers to one of eight specific learning areas at the College – Arts, English, Health and Physical Education, Humanities, LOTE, Mathematics, Science and Technology, which are responsible for the knowledge, skills and behaviours associated with their discipline.

ICT (Information Communication Technologies) may include Internet, computer programs and devices such as laptops, netbooks, tablets, phones.

An individual education plan, or IEP establishes a set of learning goals and objectives for an individual student. An IEP helps identify a particular student's strengths, challenges, interests and
learning styles and then matches that profile to resources and tools that can maximise his/her learning potential within a given educational setting.

**Aims:**

All Kyabram P-12 students will have equal access to the College’s broad and balanced curriculum

Our curriculum is underpinned by the following principles:

1. Kyabram P-12 College will provide administrative structures, facilities and resources which accord with the vision and the strategic plan of the school

2. Kyabram P-12 College’s Curriculum Committee will provide community access and input into the development of the College’s curriculum.

3. The Kyabram P-12 College will provide and encourage suitable professional development for staff to assist them to most effectively meet their curriculum responsibilities

4. Access to a documented Curriculum will be available to the College community

5. Each Domain will offer courses which meet the needs of students of all abilities and reflect the Victorian Curriculum, with all statutory requirements being met.

6. The curriculum is planned to provide progression through the developmental stages.

7. An annual review of Kyabram P-12’s Curriculum Scope and Sequence will be conducted within and between Domains

8. Curriculum flexibility will enable students to gain access to appropriate academic and vocational courses and qualifications

9. Curriculum is developed with teaching styles and strategies which will enable students to
   - gain the skills of independent learning
   - use their preferred learning style
   - build on their prior learning
   - be challenged to progress at a rate appropriate to their ability
   - embrace the use of ICT

10. Student grouping will be managed in order to give students the greatest chance of success

11. Kyabram P-12 College will ensure that individual needs of students are catered for through a diverse curriculum and through programs that address the Gifted and Talented and those with special learning needs, (Individual Education Plans)

12. Extra-curricular opportunities are available to College students
Implementation:

RESPONSIBILITIES

The Principal
- Has overall responsibility for the implementation of this policy and the allocated procedures.
- Will ensure that teaching and support staff are familiar with the policy and guidelines in this area.

School Council
- Has a responsibility to provide adequate resources which accord with the vision and the strategic plan of the school.

Curriculum Leadership Team (Domain Leaders)
- Will support teachers with the implementation of the curriculum.
- Will review the Scope and Sequence of Kyabram P-12 College’s Curriculum.
- Will lead teachers in the delivery of curriculum within the school.
- Will oversee the development of the College’s associated curriculum implementation plan.

Teaching staff
- Provide a comprehensive, appropriately sequenced, personalised curriculum for all students supported by engaging, rich and effective classroom environment, assessment and pedagogy.

Education Subcommittee
- Will actively represent the College community.

Learners
- Have a positive orientation towards education and learning.

Parents/carers
- Ensure that the child attends school each day as required, or participates in an individual education program.
- Will support the learning of their child.

ASSOCIATED DOCUMENTS

Relevant documentation includes but is not limited to:
- F-10 curriculum planning and reporting guidelines
- VCE and VCAL Administrative Handbook
- Program for Students with Disabilities – guidelines for schools
- Victorian Curriculum
- VCE Study Designs
- Department of Education and Early Childhood Development
- Australian Qualifications Framework (AQF)

OTHER RELEVANT POLICIES
- Assessment and Reporting
- Homework
- Teaching and Learning
**Evaluation:**

The following data will be used in order to assess whether the policy has achieved its purpose:

- NAPLAN
- On-Demand data
- VCE results
- Retention data
- Early Years Literacy and Numeracy data
- On-line interviews Reading P-2
- Teacher judgements against the Victorian Curriculum
- Parent opinion survey
- Curriculum audits
- Attendance data
- Staff Opinion Survey
- Review of implemented programs

**Review:**

This policy was reviewed in 2016 and will be reviewed every three years. Next review date is 2019, unless a change to relevant legislation or serious incident occurs at the College.

**RATIFIED BY COLLEGE COUNCIL**

____________________________________  Date: ___/___/___

College Council President

Review Date: June 2019