



Kyabram
P-12 COLLEGE

CURRICULUM PROCEDURES

Policy Supported:

Kyabram P-12 College Curriculum Policy

Scope:

These principles apply to all stakeholders including, but not limited to;

- Principal class officers
- Leading teachers and those in Positions of Responsibility
- Teaching staff
- Education support staff
- Students
- Parents

Procedures:

Principle 1

Responsibilities of Stakeholders

- **Principal class officers**
 - To manage the budget and organizational structure to maximize effectiveness of resources and facilities.
- **ICT Team**
 - To develop a *School ICT Plan* to plan for, and deliver, ICT facilities and resources in line with the *School Strategic Plan*
- **Leading teachers and Domain Leaders**
 - To manage, develop and acquire resources within their area of responsibility, in consultation with their teams and aligned to the needs of the students and the *School Strategic Plan*.
- **Staff**
 - To work within their teams to identify areas of need in regards to resources and facilities.
- **Students**
 - To use resources and facilities appropriately.

Principle 2

Responsibilities of Stakeholders

- **Principal class officers**
 - Report to School Council the recommendations of the Education Subcommittee.
 - Provide for scheduled Education Subcommittee meetings within the school's meeting schedule.

- **Leading teacher (Curriculum)**
 - Facilitate and chair the Education Subcommittee.
 - Make an agenda available prior to the meeting.
 - Manage the priorities of the committee.
 - Communicate decisions to relevant parties.
 - Facilitate actionable decisions as appropriate.
 - Disseminate minutes of meetings to all stakeholders.
- **Domain Leaders and Leading Teachers (LCLs)**
 - Attend the Education Subcommittee meetings as appropriate.
 - Participate in discussions relevant to the committee as appropriate.
 - Propose curriculum change within their area of responsibility in the committee's forum.
- **Teaching staff**
 - Communicate curriculum issues to their relevant team leaders for presentation to the Education Subcommittee.
- **Parent members**
 - To attend Education Subcommittee meetings.
 - To raise curriculum related issues through the committee's meeting agenda.
 - To contribute parental and community input into the curriculum development and delivery within the school.

Principle 3

Responsibilities of Stakeholders

- **Principal class officers**
 - To ensure adequate budget for provision of Professional Development opportunities for staff.
 - To provide whole school Professional Development opportunities in line with the needs of the school and the *School Strategic Plan*.
- **PD Co-ordinator**
 - To administer the provision of professional development for staff according to the school's Professional Development Policy.
- **Staff**
 - To follow the Professional Development Policy in regards to their own professional development needs.

Principle 4

Responsibilities of Stakeholders

- **Principal class officers**
 - To ensure the provision of resources to allow this to occur (eg; School Website, Compass etc)
 - To ensure the provision of a role/s in the school to facilitate this.
- **Leading Teacher (Curriculum)**
 - To lead the Domain Leaders and LCLs in the documentation of curriculum through the provision of planning time, documentation templates (Scope and Sequence, Unit Planners, Handbooks) and other support as necessary.
 - To manage the access of information to parents through monitoring and auditing of available documentation.
- **Domain Leaders and Leading Teachers (LCLs)**
 - To work with their teams to develop documented curriculum in their areas.
 - To use the agreed planning templates for Scope and Sequence, Unit Planners, and Handbooks.
- **Teaching Staff**

- To support their Domain Leaders and LCLs to develop documentation on appropriate templates.
- **ICT Staff**
 - To manage the provision of platforms for the distribution of information to parents (eg; School Website, Compass).
 - To support staff to develop skills in using ICT to create and publish documentation.

Principle 5

Responsibilities of Stakeholders

- **Principal class officers**
 - To ensure provision of planning time to develop and audit curriculum in line with the AIP and the identified needs of the students.
 - To provide time and resources to analyse school data.
 - To provide access to information on curriculum requirements, including statutory obligations.
 - To access whole school PD on differentiation and specific learning needs.
- **Leading Teacher (Curriculum)**
 - To be aware of all curriculum requirements and statutory obligations.
 - To provide time and support for curriculum development.
 - To make available resources for differentiation and accommodations for specific learning needs.
 - To monitor and audit the curriculum development for curriculum requirements and statutory obligations.
- **Domain Leaders and Leading Teachers (LCLs)**
 - To lead their teams in the development of curriculum.
 - To be aware of the curriculum requirements and statutory obligations in their area of responsibility.
 - To participate in PD to develop awareness of differentiation and accommodations for specific learning needs.
- **Teaching Staff**
 - To work in teams to develop curriculum.
 - To be aware of curriculum requirements and statutory obligations in their teaching areas.
 - To participate in PD to develop awareness of differentiation and accommodations for specific learning needs.

Principle 6

Responsibilities of Stakeholders

- **Principal class officers**
 - To ensure provision of planning time to develop and audit curriculum in line with the AIP and the identified needs of the students.
 - To provide time and resources to analyse school data.
 - To provide access to information on curriculum requirements, including statutory obligations.
 - To access whole school PD on differentiation and specific learning needs.
- **Leading Teacher (Curriculum)**
 - To be aware of all curriculum requirements and statutory obligations.
 - To provide time and support for curriculum development.
 - To make available resources for differentiation and accommodations for specific learning needs.

- To monitor and audit the curriculum development for curriculum requirements and statutory obligations.
- To audit curriculum to ensure appropriate scaffolding of skills and knowledge throughout the developmental stages.
- **Domain Leaders and Leading Teachers (LCLs)**
 - To lead their teams in the development of curriculum.
 - To be aware of the curriculum requirements and statutory obligations in their area of responsibility.
 - To participate in PD to develop awareness of differentiation and accommodations for specific learning needs.
 - To develop curriculum that reflects the appropriate developmental stages of students.
- **Teaching Staff**
 - To work in teams to develop curriculum.
 - To be aware of curriculum requirements and statutory obligations in their teaching areas.
 - To participate in PD to develop awareness of differentiation and accommodations for specific learning needs.

Principle 7

Responsibilities of Stakeholders

- **Principal class officers**
 - To provide time in the meeting schedule for P-12 Curriculum meetings.
 - To support the LT-Curriculum in the development and running of these meetings.
- **Leading Teacher (Curriculum)**
 - To manage the P-12 Curriculum meetings, including setting the focus, managing venues and supporting the running of the sessions.
- **Domain Leaders and Leading Teachers (LCLs)**
 - To create and review a whole school audit document, supported by the Scope and Sequence documents within each domain.
 - To allocate time in meetings to support the review.
 - To support teaching teams to audit and review the curriculum.
 - To provide resources and expertise to facilitate the review.
- **Teaching Staff**
 - To attend domain meetings.
 - To participate in discussions and review procedures.
 - To contribute resources and unit plans to facilitate the review.

Principle 8

Responsibilities of Stakeholders

- **Principal class officers**
 - To manage the whole school budget to facilitate a broad range of curriculum options for students.
 - To provide PORs to allow for appropriate expertise in transitions, pathways and course counselling.
 - To manage the development and publication of curriculum handbooks.
 - To manage and update the development of administrative timelines.
- **Leading Teacher (Curriculum)**
 - To audit curriculum availability to ensure appropriate breadth and depth.
 - To ensure handbooks are updated with accurate curriculum information.
- **Domain Leaders and Leading Teachers (LCLs)**

- To manage the provision of curriculum in their area of responsibility.
- To update information in handbooks as relevant to their area of responsibility.
- To manage student subject choices as relevant to their area of responsibility.
- **Careers Practitioners and Pathways POR**
 - To keep up to date with prerequisite requirements for tertiary study.
 - To maintain pathways professional knowledge.
 - To counsel students in subject choices, pathways and education and employment decisions.
 - To manage VCE subject selection counselling.
- **Teaching Staff**
 - To keep up to date with the subjects offered in their domain/s.
 - To support the update of the curriculum handbook as relevant.

Principle 9

Responsibilities of Stakeholders

- **Principal class officers**
 - Establish expectations for planning and practice.
 - Provide access to professional development to enhance teaching practice.
 - Provide access to resources for teacher reference and student support.
- **Leading Teacher (Curriculum)**
 - Work with the curriculum team to develop whole school planning structures.
 - Support the use of an instructional model that supports the learning needs of all students.
 - Provide professional development for all staff.
 - Acquire resources for use of all staff.
 - Keep up to date with current pedagogical research and best practice theories.
- **Domain Leaders and Leading Teachers (LCLs)**
 - Provide opportunities within domain meetings for teams to discuss best practice.
 - Provide support for staff to develop their practice.
 - Keep up to date with current pedagogical research and best practice theories.
- **Teaching Staff**
 - Develop lessons and units that allow for the learning needs of all students.
 - Develop understanding of the learning needs of students they teach.
 - Use strategies to differentiate learning to point of need.
 - Utilise ICT to enhance learning.
- **ICT Staff**
 - Ensure the provision of appropriate ICT resources for classroom use.
 - Maintain ICT resources in working order, updating as required.

Principle 10

Responsibilities of Stakeholders

- **Principal class officers**
 - Manage budget to ensure appropriate class sizes and effective groupings.
 - Develop and update administrative timelines for the creation of class groupings.
- **Leading Teacher (Curriculum)**
 - Support the provision of pedagogically and academically appropriate class groupings.
- **Learning Community Leaders**
 - Work with YLCs to develop class groupings.

- **Year Level Co-ordinators**
 - Develop class groupings in consultation with PCOs, LCLs and parents as required.
 - Ensure legislative requirements are met.
 - Ensure First Class data is accurate and up to date.

Principle 11

Responsibilities of Stakeholders

- **Parents**
 - Ensure the school is informed of any information pertinent to the educational needs of their child.
- **Principal class officers**
 - Manage the budget to allow the provision of special programs for students of diverse learning needs.
 - Ensure a broad range of programs is available for students.
- **Leading Teacher (Curriculum)**
 - Review the needs of student body and the provision of appropriate programs.
 - Review curriculum to ensure that lessons and units are being differentiated at individual students' points of need.
 - Support staff to develop teaching plans that cater for individual needs of students.
- **Domain Leaders and Leading Teachers (LCLs)**
 - Support the development of unit and lesson plans that cater for individual needs of students.
 - Ensure accurate student information is available to relevant staff to best cater for student needs.
 - Support the development of Individual Education Plans as required.
- **Year Level Co-ordinators**
 - Keep relevant staff up to date with information that may affect the learning needs of a student.
- **Teaching Staff**
 - Develop lessons and units that cater for the range of learning needs within classes.
 - Utilise Compass and other documentation to keep up to date with the needs of individual students.

Principle 12

Responsibilities of Stakeholders

- **Teacher in charge of activity**
 - To follow procedures outlined in the *Excursion/Incursion Process*.
 - To ensure final approval via Compass of the event prior to further planning and preparation of activity.
 - To email all staff affected by the event (including YLC and LCL) the names of students participating at least THREE WEEKS prior to the activity.
 - Sporting and progression activities may fall within this timeframe.
 - Email to all primary or secondary staff as relevant.
 - To ensure permission slips are distributed to students at least THREE WEEKS prior to the activity.
 - Sporting and progression activities may fall within this timeframe.
 - To notify Attendance Officer of approved attendees ONE WEEK prior to the activity to ensure rolls can be adjusted.

- To liaise with relevant campus principal/s regarding staffing, and ensure the Daily Organiser is notified of staffing arrangements.
- **Teacher affected by activity**
 - To read list of names provided by Teacher in Charge, and notify YLC/LCL of any concerns, including teacher in charge in any communication.
 - To take note of details of event as listed in Compass.
 - To ensure catch up work is provided as necessary.
 - To ensure adequate support is provided for catch up work to be completed.
- **Year Level Co-ordinator/ Learning Community Leader**
 - To assess the eligibility of proposed participants, taking into account teacher concerns.
 - To make final decision about a student's right to participate, at least ONE WEEK prior to activity.
 - Sporting and progression activities may fall within this timeframe.
 - To notify parent if decision is made to disallow participation as necessary.
- **Attendance Officer**
 - To action amendments to roll to reflect participation in activity as notified by teacher in charge.
- **Student**
 - To return permission slip according to timeframes in *Excursion/Incursion Process*.
 - To ensure any payment is made ONE WEEK prior to activity, or contact with school made to organise alternative payment arrangements.
 - To ensure they contact affected teachers prior to the activity to collect any catch up work.
 - To ensure required catch up work is completed in a timely manner.

Related Documents:

- [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 \(AQF\)](#)

Contact Information:

Policy Manager: Leading Teacher – Curriculum

Policy Contact: Leading Teacher - Curriculum

RATIFICATION AND 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:** ___/___/___
School Council President

Review Date: May 2019