

# POLICY - September 2017



LILYDALE HEIGHTS  
COLLEGE

## CURRICULUM

**Review: 2020**

### **Child Safe Standards**

Victorian government schools are child safe environments. Lilydale Heights College actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at <http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>

### **Rationale:**

#### **Aims:**

- To develop a guaranteed and viable curriculum that ensures every student has the opportunity to learn
- To develop curriculum assessment practices that promote positive attitudes to learning and lead to improved student achievement.
- To ensure curriculum is delivered in line with the Child Safety Standards Policy

### **Implementation:**

#### **Documenting the Curriculum**

- Curriculum documentation aligns with the college pedagogical model and includes links to the Victorian Curriculum (Year 7-10), Victorian Certificate of Education (VCE) study designs, Vocational Education Training (VET) modules and Victorian Certificate of Applied Learning (VCAL) competencies (Years 11-12).
- Curriculum documentation uses a common format and is available to all College staff through the Learning Management System.
- Curriculum and Faculty Leaders will disseminate relevant information to teachers from the Victorian Curriculum Assessment Authority (VCAA), Department of Education (DET) and the College Strategic Plan.
- All faculties, in conjunction with Learning Leaders, are required to develop assessment tasks that allow students to demonstrate their achievement levels.
- Faculty Leaders will monitor all aspects of assessment.
- All teachers will be responsible for implementing the documented curriculum.

#### **Classroom Curriculum**

- Curriculum is designed to allow for sequential development in student learning.
- Curriculum in all Faculty areas includes strategies for improving student literacy.
- Teachers will cater for diversity in student learning needs.
- The coordinator of the Program for Students with Disabilities (PSDMS) will assist teachers to implement intervention and special programs for students with special needs.
- The EAL co-ordinator will assist teachers with strategies to support EAL Students

#### **Assessment Process**

- Student assessment should include assessment as, for and of learning.
- Teachers will use a range of assessment tasks in order to obtain sufficient evidence about student achievement and to inform their teaching.
- Students should have the opportunity to demonstrate their achievement of learning outcomes over a period of time and through a variety of assessment methods.
- Students will receive regular feedback about their achievement, their attitude to learning and ways their learning can be improved.
- Teachers will keep records of student achievement and provide feedback on a least two assessments per semester

- At the end of each semester VCE teachers will provide the Senior School Learning Leader with a summary of each student's achievement of learning outcomes.

### **Resources:**

- Curriculum Documentation
- Victorian Curriculum assessment and reporting support material
- VCE Study Design and Administrative Handbook
- VCAL Assessment and Administrative Handbook
- VCE, VET and VCAL Policies
- Assessment and Homework Policies
- College Strategic Plan

### **Evaluation:**

- Availability of documented curriculum
- Triennial Review
- Staff/ Parent Survey
- Curriculum Committee

This policy will be reviewed as part of the school's three-year review cycle.

### **Staff Consultation:**

#### **Endorsement:**

**Policy & Planning**

**26 October 2017**

**College Council**

**16 November 2017**