

TERANG COLLEGE

CURRICULUM P-12

POLICY (Students)

1. RATIONALE

- 1.1. A key advantages of a P-12 College is the privilege of being part of a student's educational journey; celebrating their successes and helping them develop to their full potential as they move from childhood into adolescence. This journey is complemented by the forging of bonds between the students, their teachers and parent, who are all working towards a common goal.

The College is organised into three sub-schools (P-4, 5-8, 9-12) which are each responsible for developing curriculum which responds to the needs of the students in that sub-school and maximises their opportunities and outcomes. Students' academic achievements are dependent upon their social and emotional wellbeing.

The College is committed to creating and implementing innovative curriculum designed to meet individual student needs at all stages of their development.

- 1.2. To equip students with capabilities to: manage themselves and their relations with others, understand the world and act effectively in that world, in order to prepare them for success in education, work and life.
- 1.3. To provide quality education programs according to the Victorian Curriculum (Years P – 10), which challenge and extend all students and allow them to have a positive experience at school in which they achieve success at appropriate standards.

2. AIMS

- 2.1. To equip students with capabilities to manage themselves and their relations with others, understand the world and act effectively in that world, in order to prepare them for success in education, work and life.
- 2.2. To provide quality education programs according to the Victorian Curriculum (Years P – 10), which challenge and extend all students and allow them to have a positive experience at school in which they achieve success at appropriate standards.
- 2.3. To offer a broad curriculum that will enable all students to successfully complete their VCE, VCAL, VET or School-based New Apprenticeships at the College, encourages high retention rates, and provides pathways to tertiary studies, further training or the work force.
- 2.4. To ensure seamless transition between all year levels across the College, as well as pre and post school transition.
- 2.5. To provide teaching and learning strategies appropriate to the needs of students at each level of development.
- 2.6. To ensure all students have an opportunity to access all parts of the curriculum.
- 2.7. To provide student-centred learning, so that all students can experience achievement and success in their studies.

3. IMPLEMENTATION

- 3.1. Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Ministerial Orders and Acts.
- 3.2. Staff will utilise a variety of teaching and learning strategies in order to engage students and cater for their developmental needs.
- 3.3. Staff will base their teaching and learning programs around the College essential learnings document.
- 3.4. Personal development programs will be offered at all years to develop positive attitudes and behaviours towards personal learning and interpersonal relationships.
- 3.5. Progress will be reported to on a regular basis.
- 3.6. A Curriculum Committee will oversee curriculum changes and will consist of KLA leaders and members of the leadership team.
- 3.7. Curriculum, teaching and learning will be reviewed and discussed at PLC meetings, Curriculum Committee meetings and at leadership (as required), to ensure consistency and effectiveness.
- 3.8. All students from P-10 will be involved in physical activities in line with department guidelines.
- 3.9. Programs will ensure that students have optimal opportunity to develop literacy and numeracy skills and knowledge.

- 3.10. Classes will where possible, be structured in line with students' chronological age.
- 3.11. The College will support appropriate professional development of teaching staff that maximises student learning.
- 3.12. The curriculum will be integrated wherever possible to ensure relevant and meaningful cross-curricula links are made.
- 3.13. Year 5 to 8 students will have the opportunity to work within and manage the Stephanie Alexander Kitchen Garden and the College Wetlands.
- 3.14. The Key Learning Area time allocations will be:

Key Learning Area	Minutes per Week averaged over Full Year				
	Years P to 2	Year 3 &4	Years 5 & 6	Years 7 & 8	Years 9 & 10
The Arts	90***	60	50	100	175**
English	600	600	600	250	250
Health & Physical Educ	90***	60	100	150	200
Humanities	45***	45	100	200	200
Languages	60***	60	50	150	175**
Mathematics	300	300	300	250	250
Science	45***	45	50	150	200
Sport Education	100*	180*	180*	100*	100*
Technologies	30***	30	100	150	175**

* These time are an average across the year and incorporate whole school sport days

** These classes are selected as part of an elective program and do not reflect the time allocated to each student.

*** These times are the average across year Prep to 2.

- 3.15. In the 9-12 Sub-school;
 - 3.15.1. VCE students will have equal time allowed for each study undertaken.
 - 3.15.2. Year 10 students will be given the opportunity to undertake VCE studies. This process will involve consultation between students, parents, year level coordinators and the Sub-School leader.
 - 3.15.3. VCE, VCAL, VET and TAFE courses offered will be in line with student needs.
 - 3.15.4. A comprehensive careers program will be available to all students.
 - 3.15.5. All students from year 9-12 will have a 'My Career' folio.

4. EVALUATION

- 4.1. Evaluation of the curriculum will be ongoing.
- 4.2. This Policy will be reviewed annually by the Leadership Team.
- 4.3. The evaluation of this policy will take place in the College review cycle.

Approved by College Council on 17/06/2019