



Merbein P-10 College

School Curriculum Statement

Teachers at Merbein P-10 College are required to develop and deliver their curriculum programs, and assess student progress against the guidelines for the AusVELS.

Curriculum Framework - AusVELS

Within the AusVELS there are three major stages of learning:

Foundation (Years F–2)

The following are the essential elements of every school's curriculum plan for the Foundation Years (F–2). They can be structured within a teaching and learning program based on the VEYLDF outcomes (Identity, Connection, Wellbeing, Confidence and Communication) and provide both a common core and flexibility for schools to draw on all the AusVELS domains to build a curriculum that meets local needs and expectations:

- (a) A structured teaching and learning program in English and Mathematics at each year level
- (b) Substantial attention to Health and Physical Education
- (c) The provision of a Languages program **where possible, based on available resources**
- (d) Substantial attention to The Arts
- (e) Substantial attention to Personal and Social Capability
- (f) A learning program that draws on the AusVELS domains of:
 - Humanities
 - Science
 - Technologies
 - Critical and creative thinking
 - Ethical understanding
 - Intercultural understanding.

Breadth (Years 3–8)

In the Breadth Years 3–8, students have the opportunity to fully engage with all AusVELS domains. Schools should provide:

A structured teaching and learning program in English, Mathematics and Science at each year level

A Health and Physical Education program

A Languages program **that will be provided based on available resources**

A Humanities program that includes in each two-year band of schooling the teaching and reporting of student learning in History, Geography and Civics and Citizenship and, from Year 5, Economics and Business.

An Arts program that at each of Years 3 and 4 includes all five Arts disciplines and at Years 5–6 and 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts.

A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies

A learning program that includes teaching the content and measuring progress of student learning against each of the general capabilities at least every two years:

- Critical and creative thinking
- Personal and social capability

- Ethical understanding
- Intercultural understanding.

Pathways (Years 9–10)

In the Pathways Years 9–10 students have the opportunity to engage with all the AusVELS domains. The school curriculum plan should demonstrate how, across these years of schooling, schools provide:

A structured teaching and learning program in English, Mathematics and Science at each year level
 A Health and Physical Education program

A Languages program **that can be accessed by students, but is not compulsory**

A Humanities program that includes in this band of schooling the teaching and reporting of student learning in History, Geography, Civics and Citizenship and Economics and Business

An Arts program that includes in this band of schooling learning in at least one Arts discipline

A Technologies program that includes in this band of schooling both Design and Technologies and Digital Technologies

A learning program that includes teaching the content and measuring progress of student learning against each of the general capabilities at least at the end of this band of schooling:

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

The school curriculum plan should recognise that in these years of schooling some students begin to focus on areas of specialisation related to both their future schooling and intended pathways beyond school. This can include commencement of aspects of their senior school qualification, including VET qualifications.

Five Educational Principles

The Standards work on five educational principles that underpin schooling for all students:-

- **Learning for all:** the belief that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference.
- **Pursuit of excellence:** seeking to accomplish something noteworthy and admirable individually and collectively, and perform at their best.
- **Engagement and effort:** acknowledging that student ability is only one factor in achievement, and if students work hard and make an effort they improve.
- **Respect for evidence:** seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs.
- **Openness of mind:** being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached

AusVELS is based on 3 strands as follows:

<p>Physical, Personal and Social Learning</p>	<p>Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.</p>
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Discipline-based Learning	Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.
Interdisciplinary Learning	Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

Domains are distinct bodies of knowledge, skills and behaviours within each strand.

PHYSICAL, PERSONAL AND SOCIAL LEARNING	DISCIPLINE-BASED LEARNING	INTERDISCIPLINARY LEARNING
Civics and Citizenship Civic knowledge and understanding Community engagement	The Arts Creating and making Exploring and responding	Communication Listening, viewing and responding Presenting
Health and Physical Education Movement and physical activity Health knowledge and promotion	English ^{AC} Reading and viewing Writing Speaking and listening	Design, Creativity and Technology Investigating and designing Producing Analysing and evaluating
Interpersonal Development Building social relationships Working in teams	The Humanities Humanities knowledge and understanding Humanities skills	Information and Communications Technology ICT for visual thinking ICT for creating ICT for communicating
Personal Learning The individual learner Managing personal learning	The Humanities – Economics Economic knowledge and understanding Economic reasoning and interpretation	Thinking Processes Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition
	The Humanities – Geography Geographic knowledge and understanding Geographical skills	
	The Humanities – History ^{AC}	

	Historical Knowledge and Understanding Historical Skills	
	Languages Communicating in a language other than English Intercultural knowledge and language awareness	
	Mathematics ^{AC} Number and Algebra Measurement and Geometry Statistics and Probability	
	Science ^{AC} Science Understanding Science as a Human Endeavour Science Inquiry Skills	

Levels

Each of the AusVELS domains is structured by eleven levels, Foundation to 10. Included in the AusVELS structure are 'Towards Foundation Level AusVELS' materials, which provides for the students with disabilities who may require it, curriculum content and standards that will enable them to move toward the learning described at Foundation level.

The eleven levels, Foundation to 10, are broadly associated with the years of schooling. These levels represent typical progress of students at key points within the stages of learning. It is recognised that students' progress at individual rates and may demonstrate achievement at a particular level earlier or later than typical.

The eleven level structure reflects the use of eleven levels as a key feature of the design of the F–10 Australian Curriculum. While this marks a change from the previous six level structure of the VELs, this change should not be interpreted as a move back to a more fixed, less personalised set of teaching and learning principles. In fact, the intent of the change is to strengthen the use of curriculum design as a tool for personalised learning.

Nominal school level	VELS Level	AusVELS Level
N/A	Towards Level 1 of the VELS Stages A to D (Students with Disabilities)	Towards Foundation Level AusVELS Levels* A to D (Students with Disabilities)
Prep	1	Foundation
1	2	1
2		2
3	3	3
4		4
5	4	5
6		6
7	5	7
8		8
9	6	9
10		10

Reporting Against the Levels

The DEECD has introduced common sense report cards. The report cards are written in plain English, giving parents a clearer picture of their child's progress against expected state-wide standards.

Report Ratings:

- a 'C' rating means that a student is at the standard expected at the time of reporting and that their learning is on track
- a 'B' rating means that a student is above the standard expected for their year level at the time of reporting
- an 'A' rating means a student is well above the standard expected for their year level at the time of reporting
- a 'D' rating means a student is below the standard expected
- an 'E' rating well below the standard expected for their year level at the time of reporting.

The teacher comments on the report card clarify the student's progress and achievement.

Yearly Curriculum Program Plans

AUSVELS have been incorporated into the curriculum at each level, and at the primary level a considerable proportion is delivered through an integrated inquiry approach. To ensure capacity to provide curriculum options in the open learning environment construction of composite classes has sometimes been a useful structural tool. Literacy support is provided to targeted students at a variety of levels and in a variety of ways including 1 to 1 and small group learning models.

Merbein P-10 Primary Section Program Plans and Time Provisions

								INQUIRY					
Yr	Eng	Maths	PE	LOTE	Arts	Sci.	ICT	Interpersonal Development	Personal learning	Thinking Processes	Communication	total	
								DESIGN & TECHNOLOGY AND HUMANITIES					
P-1	10	5	1.5	0.5	2.5	1	0.5	1	1	1	1	25	
2	10	5	1.5	0.5	2	1	1	1	1	1	1	25	
3	10	5	1.5	0.5	2	1	1	1	1	1	1	25	
4	10	5	1.5	0.5	2	1	1	1	1	1	1	25	
5/6	10	6	1.5	0.5	2	1	integrated	1	1	1	1	25	

Note communication, thinking process, ICT and personal learning are covered in these subjects.

Years 7 – 10 Curriculum Programs and Time Provisions

The Curriculum is based on the AusVELS. In Years 7 and 8 all students follow the same core program. In year 8 students are given some guided elective choices to ensure breadth is considered. For Years 9 and 10 students there is a core plus elective program. The core forms 65% of the program and the electives 35%.

Year 7-10 Timetable

The timetable is structured on a **Two weekly**, 50 session cycle. Each session is 57 minutes in duration
Time allocations in minutes per learning area per year level based on a weekly average

Subject	Year 7	Year 8	Year 9	Year10
Maths	240	240	214	214
English	240	240	214	214
Humanities	180	180	240	240
Science	180	180	170	170
H&PE	180	180	180	180
Technology	190	190	228	228
LOTE	80	80	50	50
Arts	180	180	150	150
Homeroom	30	30	40	40
Total	1500	1500	1500	1500

We also provide VET, VCE, VCAL. Flexible Learning Options Programs, and 5 different LOTE subjects.

Review of Curriculum and Teaching Practice

Through the School Accountability and Improvement Framework (SAIF), government schools are required to reflect on their current operations and practices in order to identify and develop key strategies to achieve desired student outcomes.

A key component of the SAIF is the *Effective Schools Model* which requires schools to examine their current practice and select key improvement strategies. The *Effective Schools Model* requires schools to identify strategies to improve pedagogy, whole school curriculum design and planning, assessment and student reporting; whole school curriculum planning; community engagement, leadership structure as well as organisational climate.

As part of the SAIF, government schools are required to develop a *School Strategic Plan* that details to the school community including students, parents, and all staff, what the school is aiming to achieve over the next 4 years and how it intends to achieve these outcomes. Government schools are also required to develop an *Annual Implementation Plan* to outline how they will implement their key improvement strategies.

Ratified in 2015. To be reviewed in 2018