



## PP304 CURRICULUM AND CURRICULUM REVIEW POLICY AND PROCEDURE

### PURPOSE

The purpose of this policy and procedure ensures St Thomas Aquinas College has in place a guaranteed and viable curriculum program accessible to all students.

### SCOPE

This policy covers the creation of all curriculum and curriculum review processes undertaken within the College. This policy applies to all reviews of courses and subjects offered by the College.

### DEFINITIONS

Curriculum	Curriculum covers all the arrangements the College makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.
St Thomas Aquinas College / School /College	St Thomas Aquinas College

### POLICY STATEMENT

1. St Thomas Aquinas College encourages students to strive for excellence in all of their endeavours. We aim to provide educational opportunities to students within our sub-school structure and foster pathways exploration in our Senior School to facilitate the bringing together of students wishing to study subjects related to specific carriers, trades or vocational pathways. To achieve this, the College provides sequential teaching and learning programs that deliver a comprehensive, broadly based, outcomes-based and inclusive curriculum.
2. Each year the College will map out its curriculum offerings and publish them to the College Community.
3. This policy should be read in conjunction with the St Thomas Aquinas College Teaching and Learning Policy and Procedure:
  - 3.1. St Thomas Aquinas College recognises and responds to diverse student needs and skills when developing its curriculum programs and curriculum plan (see Appendix A).
  - 3.2. St Thomas Aquinas College complies with all Australian Curriculum (AC) or Victorian Curriculum and Assessment Authority (VCAA) (when relevant) or other relevant guidelines regarding curriculum and student learning.
  - 3.3. St Thomas Aquinas College offers a broad range of programs to meet the demands of students.
  - 3.4. St Thomas Aquinas College has implemented F to 10 curriculum based on the Australian Curriculum Framework as published by ACARA (i.e. rather than the Victorian iteration of this curriculum). Where an AC subject does not exist, curriculum developed will be based on the Victorian structure.
  - 3.5. Victorian Certificate of Education (VCE) programs will be offered. In the future we envisage these Vocational Education and Training it also offered to student at the College in incorporating VET and Higher Ed offerings.
  - 3.6. St Thomas Aquinas College curriculum programs are designed to enhance effective learning and to comply with the College's key strategic statements (vision, mission, philosophy etc).
  - 3.7. Preparing young people for the transition from school into further education and careers is a critical element of the senior secondary program.
  - 3.8. Teaching and learning programs will be resourced through relevant Curriculum Budgets.
  - 3.9. Faculties are responsible for the development and maintenance of curriculum documentation. Up-to-date documentation must be kept on the College's Intranet site as indicated by the Deputy Principal.
  - 3.10. The College places a great deal of importance on curriculum review and ongoing, continual improvement.

## PROCEDURES

### 1. Curriculum Development/Organisation

#### 1.1. The following Procedures apply:

- 1.1.1. St Thomas Aquinas College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness students and students from language backgrounds other than English.
- 1.1.2. St Thomas Aquinas College identifies and caters for the different needs of particular cohorts of students when developing its curriculum plan.
- 1.1.3. St Thomas Aquinas College, when developing its overall Curriculum Plan, will provide at least 25 hours of student instruction per week.
- 1.1.4. The College Executive Team will determine the curriculum program for the following year, based on student demand and the needs of the College's Curriculum Plan.
- 1.1.5. Input will be sought from relevant staff in the curriculum area when determining programs for the following College year.
- 1.1.6. The Australian Curriculum Framework will be used as a framework for curriculum development and delivery at Years F to 10 and the College will work within this framework to provide a Catholic delivery across all subjects.
- 1.1.7. The College will meet all VCE requirements as determined by the VCAA.
- 1.1.8. St Thomas Aquinas College will participate in all VCAA audit programs for VCE programs. Furthermore, from time to time a member of the College Executive Team will conduct spot checks of curriculum (when they become relevant).
- 1.1.9. The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 1.1.10. A time will come when Faculties will be required to prepare a comprehensive annual program budget. These will be submitted to the College Executive Team and then to the College Board for ratification.
- 1.1.11. The College Executive Team will facilitate the regular analysis of student learning data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, ACER, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school based testing, teacher judgments based on learning outcomes in various curriculum areas as appropriate.
- 1.1.12. Student learning outcomes data will be reported in the Annual Report to the St Thomas Aquinas College community as required by the Victorian Registration and Qualifications Authority (VRQA) and will be available on the State Register maintained by the VRQA and on the College website.
- 1.1.13. Curriculum documents are published on the College intranet as they become available before the start of each academic year. These are constructed by relevant staff and are reviewed and modified after each teaching year.
- 1.1.14. Appendix A: Curriculum Plan contains broad details of the curriculum to be delivered in a particular year including time allocations.

## PROCEDURES (Cont...)

### 2. Curriculum Review

#### 2.1. The following procedures apply:

2.1.1. The College shall administer curriculum reviews in accordance with a Review Schedule developed by the Principal in consultation with the relevant Heads of Faculty. The Review Schedule shall provide for the review of every subject offered by the College at least every five years.

2.1.2. A curriculum review may cover:

- an individual subject in an individual Year Level,
- an individual subject across all Year Levels, and/or
- a combination of subject/s and Year Level/s.

2.1.3. Where legislation or curriculum accreditation changes or where a serious performance issue is identified through monitoring processes, an unscheduled curriculum review may be initiated.

2.1.4. Issues which may lead to an unscheduled curriculum review include, but are not limited to:

- poor student outcomes,
- negative student feedback,
- evidence of a decline in academic standards,
- changes to student enrolment patterns,
- curriculum restructure/changes imposed by, eg, ACARA,

2.1.5. Where an unscheduled review takes place, the Deputy Principal may adjust the next scheduled review date.

2.1.6. All subjects offered by St Thomas Aquinas College will be subject to review as per the review schedule. Unscheduled reviews may occur at any time.

2.1.7. Curriculum Reviews will also be conducted to check whether subject content is compliant with the College's ethos and values.

## PROCEDURES (Cont...)

### 3. Conduct of Curriculum Reviews

- 3.1. A scheduled or unscheduled course/subject/curriculum review shall be conducted by the Principal or delegate.
- 3.2. The Board may deem it necessary to empower members of an *ad hoc* Teaching & Learning sub-committee to conduct elements or, or all of, the review. The role of the relevant reviewer is to seek input and advice from qualified and experienced individuals with relevant expertise, including expert educational area representation (where possible), in the design, structure, course curriculum, and assessment of similar courses.
- 3.3. Any review conducted should seek the opinion of:
  - The Principal,
  - Relevant Educational Experts (external – if applicable),
  - The relevant Head of Faculty/s,
  - Teacher representative/s, and
  - Student representative/s.
- 3.4. Any curriculum review should address the following:
  - entry requirements for the subject/course in question,
  - curriculum structure,
  - alignment with Catholic Teaching and morals
  - content, subject learning outcomes, and course learning outcomes,
  - St Thomas Aquinas College Graduate Qualities,
  - assessments undertaken and assessment design,
  - learning experiences,
  - staff qualifications and experience,
  - teacher performance,
  - resources and facilities, and
  - viability and sustainability.
- 3.5. Upon completion of the review, the Principal (or delegate) shall complete a Course Review Report [new in 2019]. The report shall address the evaluation criteria listed above and include any recommendations for improvements. Review recommendations may include, but are not limited to;
  - major or minor amendments to the course under review,
  - discontinuation of the course under review,
  - review of another related course,
  - development of a new course,
  - changes to St Thomas Aquinas College rules or policies, and/or
  - changes to staff.
- 3.6. The Course Review Report and any recommendations will be submitted to the College Board for approval.
- 3.7. If any Major Course Change Proposal is made, the proposal shall be presented to the College Board for review and approval prior to the commencement of the Course Approval Process.
- 3.8. Details of St Thomas Aquinas College courses will then be published to the student and parent body for consideration for the following academic year.
- 3.9. The course review process should be undertaken by June of the previous academic year (although unscheduled reviews may occur outside of this time).

## APPENDIX A

### Curriculum Map

The curriculum is based on the AC standards and will be aligned with the Australian Curriculum (where possible) from 2014. The timetable is structured on a weekly basis. Each period averages 45 minutes. The breakdown of the weekly cycle is as follows:

#### Years F to 6

Our curriculum at Years Foundation to 6 is based around a subject teacher having the students for 29 periods a cycle, the students have one period of Mass each week (accompanied by their class teacher), and the class has two specialist teachers for the other 5 periods. The following is the nominal break-down of subjects offered across the year.

YR LVL	SUBJECT	Duration	Allocation Per Week	Minutes Per Week
F-6	RELIGION	Year	3	150
F-6	ENGLISH/LITERACY	Year	9	405
F-6	MATHS/NUMERACY	Year	9	405
F-6	INTEGRATED STUDIES Incorporating HASS, Science	Year	6	270
F-6	LOTE – Latin	Year	2	90
F-6	ARTS/TECHNOLOGY	Semester of Each	2	90
F-6	LIBRARY	Year	1	45
F-6	HEALTH AND PHYSICAL EDUCATION	Year	2	90
F-6	MASS	Year	1	45
	PERIODS PER WEEK		35	1,575

<sup>^</sup> = Each period = 45 minutes

**APPENDIX A (Cont...)****Years 7 and 8**

At Years 7 & 8 subjects may be offered for the whole *year* or for a *semester*.

YR LVL	SUBJECT	Duration	Allocation Per Week	Minutes Per Week
7/8	RELIGION	Year	4	180
7/8	ENGLISH	Year	5	225
7/8	MATHS	Year	5	225
7/8	SCIENCE	Year	4	180
7/8	HUMANITIES (History/Geography)	Semester of Each	4	180
7/8	LOTE – LATIN or FRENCH <sup>1</sup>	Year	3	135
7/8	HEALTH & PE	Year	3	135
7/8	MUSIC / PERFORMING ARTS	Semester of Each	3	135
7/8	VISUAL COMMUNICATION & DESIGN / TECHNOLOGY	Semester of Each	3	135
7/8	MASS	Year	1	45
	PERIODS PER WEEK		35	1,575

<sup>^</sup> = Each period = 45 minutes

<sup>1</sup> = In Year 7 students will do a Semester of each subject. In Year 8 they will choose their preferred language.

**APPENDIX A (Cont...)****Year 9/10**

The Year 9/10 timetable break down will look like this:

<b>YR LVL</b>	<b>SUBJECT</b>	<b>Duration</b>	<b>Allocation Per Week</b>	<b>Minutes Per Week</b>
9/10	RELIGION	Year	4	180
9/10	ENGLISH	Year	5	225
9/10	MATHS	Year	5	225
9/10	SCIENCE	Year	4	180
9/10	HUMANITIES (History/Geography)	Semester of Each	4	180
9/10	LOTE – LATIN or FRENCH	Year	3	135
9/10	HEALTH & PE <sup>1</sup>	Year	3	135
9/10	MUSIC / PERFORMING ARTS	Semester	3	135
9/10	VISUAL COMMUNICATION & DESIGN / TECHNOLOGY	Semester	3	135
9/10	MASS	Semester	1	45
	PERIODS PER WEEK		35	1,575

<sup>1</sup> = Each period = 45 minutes

## APPENDIX A (Cont...)

### Years 11 and 12

The VCE timetable break down is provided in the table below.

YR LVL	SUBJECT	Duration	Allocation Per Week	Minutes Per Week
11/12	RELIGION	Year	4	180
11/12	ENGLISH LANGUAGE	Year	4 <sup>1</sup>	180
	<b>Options (Students choose 5 of...)</b>		6 x 4 <sup>1</sup>	1,080
11/12	STUDIES OF MATHS General Maths <sup>2</sup> Maths Methods	Year		
11/12	STUDIES OF BUSINESS Business Management Legal Studies	Year		
11/12	STUDIES OF SCIENCE Biology Chemistry Physics	Year		
11/12	STUDIES OF HUMANITIES Revolutions Geography (once approved by VCAA)	Year		
11/12	STUDIES OF THE ARTS VCD	Year		
11/12	STUDIES OF TECHNOLOGY Design and Technology	Year		
11/12	STUDIES OF LOTE Latin French	Year		
11/12	STUDIES OF H&PE Physical Education	Year		
11/12	SPORT	Year	2	90
11/12	MASS	Year	1	45
	PERIODS PER WEEK		35	1,575

<sup>^</sup> = Each period = 45 minutes

<sup>1</sup> = From 2019 VCE subjects are 4 periods face-to-face with a further 1 period of self-directed study per block. Therefore, the actual number of minutes a week of instruction per study will be 225 minutes.

<sup>2</sup> = Students in Year 11 may choose Year 12 Further Maths as an accelerated option as well.



## RELATED DOCUMENTS

All documents in Section 3 of the Policy and Procedure Framework are related to this document. This includes Policies relating to:

- PP302 Assessment Policy and Procedure
- PP303 Reporting Policy and Procedure
- PP306 Learning Support Policy and Procedure

As well as:

- PP621 Excursions Policy and Procedure
- PP506 Staff Professional Development Policy and Procedure
- PP201 Enrolment Policy and Procedure
- VCAA The Victorian Curriculum F–10, <http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

## LEGISLATIVE CONTEXT

- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007

## RESPONSIBILITIES

The Deputy Principal will be responsible for ensuring that this policy is monitored and evaluated throughout the College.

Teaching staff are responsible for the up-keep and creation of appropriate and robust curriculum documentation. Heads of Faculty will be responsible for the development and upkeep of curriculum within their department.

## MONITORING AND EVALUATION

The Principal will be responsible for ensuring that this policy and procedure is monitored and evaluated throughout the College.

Authorised by	St Thomas Aquinas College Board
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Review date	February 2021