



Pyramid Hill College

is a Child Safe School

Curriculum Framework Policy

PURPOSE

To ensure that Pyramid Hill College provides appropriate curriculum to all student in line with Victorian Curriculum and VCAA standards

OBJECTIVE

To explain to Pyramid Hill College parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students

POLICY

Curriculum covers all the arrangements the school 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.

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

GUIDELINES

The guidelines in this section are based on the structure of the Victorian Curriculum F–10 as set out in Learning Areas and Capabilities as in the following table:

Learning areas	Capabilities
The Arts <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design	Critical and Creative Thinking
English	Ethical
Health and Physical Education	Intercultural
The Humanities <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography• History	Personal and Social
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none">• Design and Technologies• Digital Technologies	

1. The whole-school curriculum plans is based on a stages of schooling approach based on three stages: Foundation (Prep–Year 2), Breadth (Years 3–8) and Pathways (Years 9–10). 77. This maintains a focus on the importance of the provision of the whole curriculum to every student, but across stages of schooling rather than at every year level.
2. The focus is on ensuring that the teaching and learning program as a whole provides the content set out in the Victorian Curriculum F–10 and enables the reporting of student achievement against the achievement standards. .
3. Decisions about the teaching and learning program within the structure and individual student learning programs are the responsibility of the school principal and teachers. The school shall engage with parents and their local communities in developing the teaching and learning program. This is particularly the case for Aboriginal and Torres Strait Islander students. The school will ensure that every Aboriginal and Torres Strait Islander student has an individual learning plan.
4. If the school proposes for any student an individual learning program that departs from the provision model set out in the whole-school curriculum plan, that decision should be made in conjunction with the student and the student’s parents/carers, and must be approved by the school principal.

While this applies to all students, it is also consistent with schools’ responsibilities set out in the Disability Discrimination Act 1992, Disability Standards for Education, which in Parts 6.1 and 6.2: Standards for curriculum development, accreditation and delivery, include that:

- the school must take reasonable steps to ensure that a course/program is: – designed to enable learners with disabilities to participate in learning experiences (including assessment and certification) – planned in consultation with the learner and associate, and – has taken into consideration whether the disability affects the learner’s ability to participate in the learning experiences on the same basis as learners without disabilities.
- Learners with disabilities have the right to: – participate in courses and programs that are designed to develop their skills, knowledge and understanding, including relevant supplementary programs, on the same basis as learners without disabilities – have reasonable adjustments to ensure they are able to participate in education and training on the same basis as learners without disabilities.

5. Stages of Schooling

Foundation Stage (Prep–Year 2)

Will be structured within a teaching and learning program based on the Victorian Early Years Learning and Development Framework (VEYLDF) outcomes (Identity, Connection, Wellbeing, Confidence and Communication) and will use the Victorian Curriculum F–10 to build a teaching and learning program that meets local needs and expectations. It will include:

- a) A structured teaching and learning program in English and Mathematics at each year level

- (b) Substantial attention to Health and Physical Education
- (c) Substantial attention to The Arts © VCAA Page 20
- (d) Substantial attention to Personal and Social Capability
- (e) A learning program that draws on the curriculum areas of:
 - Humanities – History and Geography
 - Languages
 - Science
 - Technologies – Design and Technologies and Digital Technologies
 - Critical and Creative Thinking
 - Ethical Capability
 - Intercultural Capability

Breadth stage (Years 3–8)

In the Breadth stage (Years 3–8), students will have the opportunity to engage with the full structure of the Victorian Curriculum. The school will provide:

- (a) A structured teaching and learning program in English, Mathematics and Science at each year level
- (b) Substantial attention to Health and Physical Education
- (c) A Languages program
- (d) A Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business
- (e) An Arts program that in Years 3–4 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
- (f) A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies
- (g) A learning program that includes in each two-year band of schooling each of the capabilities:
 - Critical and Creative Thinking
 - Ethical
 - Intercultural
 - Personal and Social Capability.

Pathways Stage (Years 9–10)

In the Pathways stage (Years 9–10) students will have the opportunity to engage with the full structure of the Victorian Curriculum F–10.

The school will provide:

- (a) A structured teaching and learning program in English, Mathematics and Science at each year level
- (b) A Health and Physical Education program
- (c) A Languages program
- (d) A Humanities program that includes in this band of schooling History, Geography, Civics and Citizenship and Economics and Business
- (e) An Arts program that includes in this band of schooling learning in at least one Arts discipline
- (f) A Technologies program that includes in this band of schooling both Design and Technologies and Digital Technologies
- (g) A learning program that includes in this band of schooling each of the capabilities:
 - Critical and Creative Thinking
 - Ethical
 - Intercultural
 - Personal and Social Capability. 88.

The school curriculum plan will 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 Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) qualifications. 90. The learning program for these Pathways Years can therefore be based on the

curriculum areas set out in the Victorian Curriculum F–10 or, where a student has already demonstrated achievement of the knowledge and skills at Level 10, senior secondary studies drawn from equivalent curriculum areas.

6. Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
7. Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
8. There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Years F to 10 at our school.
9. Our school curriculum programs will meet the minimum standards for school registration and comply with associated departmental policies, including [Physical and Sport Education — Delivery Requirements](#), [Language Education](#) and [Holocaust Education](#)
10. Teaching and learning programs will be resourced through program budgets.

PROGRAM

- 1.1 Our school 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 and students from language backgrounds other than English.
- 1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 1.3 Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- 1.4 The Leadership Team will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.

Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- 1.5 The Victorian Curriculum will be used as a framework for curriculum development and delivery at Years Foundation to 10 in accordance with DET policy and guidelines.
- 1.6 Every year our school will do an audit of the year F to 10 curriculum using an [audit tool \(Word - 32Kb\)](#). This tool will enable professional learning teams to audit the curriculum of a particular program to see all aspects of the Victorian Curriculum are included. An audit will inform future curriculum planning.

To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the Victorian Curriculum.

- 1.7 The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 1.8 In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 1.9 Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Leadership Team.

COMMUNICATION

This policy will be communicated to our school community in the following ways: Included in staff induction processes and staff training

- Available publicly on our school’s website
- Included in staff handbook/manual
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

- the Department’s Policy and Advisory Library (PAL):
 - [Curriculum F-10 policy - PAL](#)
 - [Curriculum Plan](#)
 - [VCAA F-10 Revised Curriculum planning and reporting guidelines \(2015\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2022
Approved by	Principal
Next scheduled review date	2023

Appendix A

Curriculum Plan – including time allocations

Years F - 10

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

F-2	Periods	Time (hours)
Numeracy	8	8
Literacy	10	10
Humanities	1	1
LOTE-Indonesian	1	1

Health & Physical Education	1	1
Music	1	1
Art	1	1
Digital Technologies & Design & Technology	1	1
Science	1	1
TAP – Teacher Advisory Program	1.8	1.8
Total	26.8	26.8

Year 2/3	Periods	Time (min)
Numeracy	7	7
Literacy	9	9
Humanities/Enquiry	2	2
LOTE-Indonesian	1	1
Health & Physical Education	2	2
Music	1	1
Art	1	1
Digital Technologies	1	1
Science	1	1
TAP – Teacher Advisory Program	1.8	1.8
Total	26.8	26.8

Year Four/Five	Periods	Time (min)
Numeracy	7	301
Literacy	15	645
Humanities	2	86
LOTE-Indonesian	2	86
Health	1	43
Physical Education	2	86
Music	1	43
Art	1	43
Digital Technologies	1	43
Technology	1	43
Science	2	86
Total	35	

Year Six	Periods	Time (min)
Numeracy	6	
Literacy	7	
Humanities	2	
LOTE-Indonesian	1	
Health & Physical Education	2	
Music	1	
Art	1	
Digital Technologies	1	
Technology	3	
Science	1	
TAP – Teacher Advisory Program	1.8	1.8
Total	26.8	26.8

Year Seven/Eight	Periods	Time (min)
English	4	4
Mathematics	4	4
Science	3	3
LOTE-Indonesian	2	2
Health & Physical Education	2	2
Humanities	3	3
Art	2	2
Design & Technology	4	4
Digital Technologies	1	1
TAP – Teacher Advisory Program	1.8	1.8
TOTAL	26.8	26.8

Year Nine	Periods	Time (min)
English	4	4

Mathematics	4	4
Science	2 +*	2 +*
NCTTC	5	5
Health & Physical Education	3	3
Humanities	3	3
Elective 1	2	2
Elective 2	2	2
Digital Technologies	*	*
TAP – Teacher Advisory Program	1.8	1.8
TOTAL	26.8	26.8

Year Ten		
English	4	215
Maths	4	215
Science	2*	129
Health & Physical Education	2	129
Humanities	4	129
Elective Prog:		0
VCE Maths	*	215
VCE PE	*	215
VCE HHD	*	215
Elective 1	2	86
Elective 2	2	86
NCTTC-VET	5	301
TAP – Teacher Advisory Program	1.8	1.8
TOTAL	26.8	26.8

