CURRICULUM FRAMEWORK POLICY

Rationale

The Bayview College Curriculum Framework reflects contemporary thinking about what students need to learn in order to lead successful and rewarding lives in the twenty-first century and how we can effectively help them to learn. It is embedded in our College Vision: To Believe. To Think. To Achieve.

The Framework helps teachers to develop specific programs and judge the effectiveness of their teaching by the outcomes students achieve. It provides a basis for Bayview College to review performance and plan for improvement. It forms the basis of our Scope and Sequence documents, assessment and reporting practices, and of professional development for teachers.

Bayview College is proactive in implementing the Australian Curriculum as it is progressively developing and being endorsed for implementation by ACARA, for areas currently not endorse our curriculum is based on AusVELs. In our implementation of this curriculum we are responding to the needs of the school community in line with the Vision and Mission of Bayview College. Particular attention is given to the importance of maintaining a holistic view of curriculum, the responsibility of curriculum as a whole for such vital skills as literacy, numeracy, student wellbeing and Christian Values, and the need to integrate knowledge, skills and values across all learning areas.

At Bayview College we are promoting a Culture of Thinking. A Culture of Thinking is a learning environment which values independent thinking, awareness of how thinking happens and deeper understanding of learning. At Bayview College, our approach is to help students move away from a spoon-feeding culture, towards a culture where they see the value of thinking for themselves.

Taking our inspiration from the Project Zero team at Harvard University, our Culture of Thinking has two goals: on the one hand, to nurture students’ thinking skills, and, on the other, to deepen their understanding of content. In terms of their thinking skills, we help Bayview College students to develop mindsets which are curious, reflective and critical, encouraging them to become alert to thinking and learning opportunities and eager to take them.

At Bayview College, we know that academic excellence is achieved by students who are innovative, open-minded, empathetic and questioning. Our Culture of Thinking program helps students to build the foundations for lifelong learning and outstanding academic achievement.

Our curriculum and co-curriculum programs encourage our students to develop a mindset and outlook of creativity, initiative and self-reliance. We aim to have students and teachers who possess the following core attributes:

• Intellectual curiosity
• Passion, strength of character, persistence, resilience and ruggedness.
• Courage to live with ambiguity, to seek alternative pathways, and to take calculated risks
• Sense of teamwork and ‘giving back’ to the community
• Grounded in the values of compassion, integrity, respect and responsibility that serve as a guiding principle to navigate choices in life.

Curriculum Implementation

The Curriculum committee is charged with the responsibility of curriculum implementation, assessment and reporting, and managing the review and renewal of teaching and learning programs.

Bayview College delivers its teaching and learning programs via a 10 day timetable that has each of the learning areas apportioned an appropriate time allocation based on student needs and the aspiration of the College to offer breadth and depth. Bayview preferences the core areas of Literacy and Numeracy and has a balance of core and elective programs with increasing choice given to students in years 9 and 10.

All students study English, Faith and Values, Mathematics, Science, Health and Physical Education for a full academic year and History and Geography for one semester each, as core subjects from Year 7 to Year 10. These provide strong foundations for further study, vocation studies or work.

At Bayview College all Year 7 & 8 students study Japanese as their LOTE. For Year 9 and beyond, students may study Japanese as an elective.

At each of Years 7 and 8, students experience Art, Drama, Food and Nutrition, Visual Communication, Information Technology, Music, Textiles, and Wood Technology.

At Years 9 and 10, students begin to specialise by selecting subjects from our extensive elective program. The elective program also enables students to begin to specialise in their interest areas and work towards the pathway of their choice.

Students can elect to work at an advanced level and begin VCE studies whilst in Year 10, or commence TAFE studies through a strong partnership with South west TAFE. In Year 11 and 12, students select from a broad range of VCE or VCAL studies and attend seminars for Faith and Values. Students can also choose to undertake a School Based Apprenticeship as part of their academic program.

All core and elective teaching and learning programs will be adjusted to meet the particular needs of individual students who present with learning exceptionalities in compliance with the Disability Discrimination Act 1992 and the ATSI Education Plan 2010 – 2014.

Curriculum Review

The College has an Educational Strategic plan that provides overarching goals and targets for teaching and learning. The College currently undertakes an annual faculty based review of all teaching and learning programs, and subsequently adjusts Scope and Sequence documentation in line with statutory requirements and the current educational strategic plan. A whole school curriculum review is scheduled to take place on a three year cycle and this review is used to set directions for the renewal of the Educational Strategic plan.

Regular faculty meetings are scheduled and these are focussed on professional discourse around the renewal and refinement teaching and learning practice.
In assisting teaching staff to develop best practice Bayview College focuses discussion at faculty level and in the Annual Review Meeting on progressive development of the AITSL standards and the growth of the Performance and Development culture.

**Associated Documentation**

- Assessment and Reporting Policy
- Communication Technology Policy
- Inclusion Policy
- Professional Development Policy
- Student Progression Policy
- Teaching and Learning Policy

**References**

- Disability Discrimination Act 1992
- ATSI Education Plan 2010 – 2014
- ACARA – [www.acara.edu.au](http://www.acara.edu.au)
- AusVels – ausvels.vcaa.vic.edu.au
- [www.pz.gse.harvard.edu/visible_thinking.php](http://www.pz.gse.harvard.edu/visible_thinking.php)