

CURRICULUM FRAMEWORK POLICY

1. OVERVIEW

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.

Baden Powell College (BPC) 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 culturally inclusive curricula.

BPC will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (at Appendix 1 of this Guide).
- **An explanation of how and when curriculum and teaching practice is reviewed.**
- **An outline of how the school delivers its curriculum, whether through the Victorian Curriculum or other approved curriculum programs, integrated programs or online learning.**
- **A whole school curriculum plan showing how the curriculum is organized.**

2. CURRICULUM GUIDELINES

Baden Powell College will recognize and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Baden Powell College will comply with all Department of Education and Training DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, right throughout P-9 designed to enhance effective learning for the 21st century.

Baden Powell College uses the Victorian Curriculum to guide decision making regarding the implementation of teaching and learning programs.

3. PROGRAM

3.1 Program Development

Baden Powell 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 and students from language backgrounds other than English (Individual Learning Plans, Behaviour Management Plans, Student Support Group)

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10.

The school when developing its Curriculum Plan will provide 25 hours student instruction per week to primary students and 26.25 hours student instruction to secondary students.

3.2 Program Implementation

The Baden Powell College teaching teams, in consultation with school leaders, 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.

To facilitate this implementation, detailed planners, assessment schedules and documentation of these assessments and their results, and pro-formas will be produced that reflect the Victorian Curriculum.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

3.3 Student Wellbeing and Learning

Baden Powell College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences

- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum

3.3.1 Students with Disabilities

The Department of Education and Training and Baden Powell College is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Baden Powell College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koori Education

Baden Powell College is committed to providing culturally appropriate and inclusive programs to Koori students through:

- working in partnership with the Koori community to develop an understanding of Koori culture and the interpersonal relationship with the Koori community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualized learning for Koori students
- creating an environment that respects, recognizes and celebrates cultural identity through practice and curriculum
- Implementing initiatives and programs that meet student needs and in partnership with the Koori community.

3.4 Program Evaluation & Review

School leaders and teacher teams will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analyzed will include, but is not limited to, NAPLAN, teacher judgements, Progressive Achievement Testing and Online Interviews.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Appendices which are connected with this policy are:

- Appendix A: Time allocations per learning area Foundation to Year 12
- Appendix B: List of all Curriculum based policies at Baden Powell P-9 College

4. EVALUATION

- This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2020 or more often if necessary due to changes in regulations or circumstances

Appendix A

Time allocations per learning area

The curriculum, F – Year 10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows: **Prep to 6**

Foundation	
Domain	Minutes per week
English	600
Mathematics	300
Big Ideas (Humanities, Science)	180
Languages	60 (for one semester)
Physical Education	60
The Arts – Visual Arts & Performing Arts	60 (alternating)
Technologies - Digital	60 (for one semester)
Health & Wellbeing	240
TOTAL	1500 per week

The breakdown of the weekly cycle is as follows: **Year 7 to 9**

Years 7-9 Curricular Structure								
	210	210	210	210	210	210	140	175
Year 7 Entry Year	Entry English	Entry Maths	Entry Science	Entry PE	Choice	Choice	Personal Growth	Ind Reading & Admin
					Choice	Choice		
Year 8 Consolidating Year	8 English	Consolidating Maths	Consolidating Science	PE Choice	Choice	Choice	Personal Growth	Ind Reading & Admin
				PE Choice	Choice	Choice		
Year 9 Graduating Year	9 English	Consolidating Maths	Science Choice	Choice	Choice	Choice	Personal Growth	Ind Reading & Admin
			PE Choice	Choice	Choice	Choice		

Yr 7 Choices	The Technologies, Languages, The Arts, Humanities, Community Action
Yr 8-9 Multi-age Choices	English, Maths, Science, PE, The Technologies, Languages, The Arts, Humanities, Community Action