

Statement of Curriculum and teaching practice

Noble Park Secondary College aims to provide a dynamic learning culture that promotes integrity, innovation and the individual. We aim for and value:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- Diversity in our curriculum, in each other, and in our community
- Strong and open communication between our school and our homes, and between our teachers, our students and our families
- A commitment to social justice and a passion to protect and improve our environment and our community.

Noble Park Secondary College is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10.

The school has some unique offerings including:

- 25 places in a the Galileo Enhancement Program for Year 7 & 8 students (High achievers recognised through Normative Assessment)
- Year 7 Coding programme (In partnership with RMIT –CS in Schools)
- Year 10 Pathway program (Precal) + VET Active Volunteering Cert II
- Year 10 Outdoor Education program – Duke of Edinburgh Award
- Year 7-10 Hands on Learning program (HoL)
- 3 Year VCE/VCAL program
- Year 10 Accelerated program (Based on Teacher judgement, NAPLAN, Year level exams)
- Internal Year 11-12 VCE/VCAL VET subjects

Noble Park Secondary College has an excellent music program, with a stage and concert bands and a choir. The College band performs at school events and local communities.

NOBLE PARK SECONDARY COLLEGE also has a strong Chess Club and regular competitions are held with the local primary schools.

The College has a Sister school in Shinminato, Japan and overseas trips are organised every year with NPSC students travelling to Japan every alternate year.

The College also has a strong International Student program (Years 7-12)

A guaranteed and viable curriculum is important to the school, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

A systematic curriculum planning process has been developed by the school which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- an internal assessment of courses ensuring consistency of design and approach
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans
- a guaranteed and viable curriculum based on the Victorian Curriculum F-10.

Our intention is to ensure quality course development and design in accordance to the Victorian Curriculum Standards via annual Audits. The criteria explicitly define a good course and provide direction to teachers. The criteria are also used as a basis to provide feedback to teachers.

Statement of Curriculum and teaching practice

UNIT PLAN PROCESS

7-10 CURRICULUM

1.1 Learning Landscape:

Is a comprehensive documented timeline of the curriculum units and topics taught at each year level in each learning area for year 7 to 10

1.2 Curriculum mapping:

Curriculum mapping identifies the extent of curriculum coverage in units of work/sequences of lessons and clearly links teaching, learning and assessment while working with the curriculum continuum.

Step 1 - Learning Area Curriculum Mapping/Scope and Sequence

Step 2 - Unit Development

Step 3 - Individual/Class Needs

Step 4 - Unit Review

Unit documentation: Located in GOOGLE DRIVE (ACCESSIBLE ONLY TO TEACHERS OF NOBLE PARK SECONDARY COLLEGE)

The development of a unit plan or sequence of lessons is seen as the core work and the responsibility of the classroom teacher. It is important that this is developed in the context of the whole-school curriculum plan and delivers a guaranteed and viable curriculum for a particular curriculum area and year level.

The classroom teacher needs to have a clear understanding of the elements required to be documented within this layer. Specifying the information required and gathering this information in a consistent manner makes it much easier for the school leadership team to draw together the whole school curriculum plan and to continue to review this documentation to improve student learning.

The documentation will include:

- Curriculum Area
- Vic Curriculum Standards
- Topic
- Duration
- Achievement Standards
- Content descriptors
- Assessment Task/s
- Lesson Sequence

Statement of Curriculum and teaching practice

- Resources required
- Literacy tasks/demands
- Numeracy Tasks/demands
- Cohort Considerations
- Individual student considerations

Individualised learning needs:

Data informed teaching strategies are identified and planned for to target individual and class needs. Special Programs and Individual Education Plans are to be used as a resource when planning, documenting and implementing the unit.

1.3 Unit Review:

The unit review should be conducted both during and after the completion of the unit topic. Reviews should focus on (but not limited to):

- Assessment/Rubric - reviewed and updated after moderation of student achievement against the standards
- Learning Experiences - reviewed and updated on the unit learning sequence
- Updated documentation uploaded/published to common storage site (Compass, Google Drive, etc.).
- Update Guaranteed and Viable Curriculum Checklist

1.4 Guaranteed and Viable Curriculum Checklist:

The curriculum defines what it is that all students have the opportunity to learn as a result of their schooling. According to Marzano, the provision of a 'guaranteed and viable curriculum' is one of the factors that has most impact on student learning'. Marzano continues to discuss the two parts in the concept of a guaranteed and viable curriculum:

- Guaranteed

"The fact that it is guaranteed assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher to whom a student is assigned"

- Viable

"The fact that it is viable indicates that there is enough instructional time available to actually teach the content identified as important"

(What Works in Schools: Translating Research into Practice, Marzano, 2003)

Curriculum areas are to use the Guaranteed and Viable Curriculum Checklist for quality assurance purposes in regard to their curriculum planning, documentation and implementation.

1.5 Learning Tasks, Implementation, Continuous Reporting:

A Learning Task is a summative task which allows students to demonstrate their level of achievement against the achievement standards identified in the curriculum map and addresses the requirements of the aspects of the standard addressed in a particular learning sequence.

Learning Tasks constitute evidence of student achievement against the standard, which is used by teachers to report student outcomes, measure growth, and inform future planning for learning for a particular class/cohort.

All students in all classes across the curriculum area are afforded a consistent approach to undertake the Learning Task and that the guidelines of a guaranteed and viable curriculum are adhered to.

Tasks are uploaded to Compass by all teachers to allow transparency to students, parents and staff with the same Learning Task and Marking Scheme/Criterion for the achievement standards targeted.