

Katandra-Berendale School (interim name) SENIOR Campus - Victorian Curriculum Plan

1000 annual teaching hours or 250 hours per term

		The Arts						Critical and Creative Thinking		English			Ethical Capability		Health and Physical Education		Intercultural Capability		The Humanities							Languages		Mathematics			Personal and Social Capability		Science		Technologies				
		Dance	Drama	Media Arts	Music	Visual Arts	Visual Comm. Design												Civics and Citizenship	Economics and Business	Geography	History	Design and Technologies	Digital Technologies															
		1	2	3	4	5	1												1	2	3	4	5	6	7										Geographical Concepts and Skills	Geographical Knowledge	Historical Concepts and Skills	Historical Knowledge	Communicating
see key																														see key									
Annual programs																																							
English	160																																						
Mathematics	160																																						
Health / PE	120																																						
The Arts	40																																						
Technology - Digital and Food Tech	120																																						
Science	80																																						
Inquiry	160																																						
Language (Auslan)	40																																						
Additional programs																																							
Homegroup	50																																						
Careers	30																																						
Respectful Relationships	40																																						

Key: The Arts					
Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands	Visual Communication Design strands
1 Explore and Express Ideas	1 Explore and Express Ideas	1 Explore and Represent Ideas	1 Explore and Express Ideas	1 Explore and Express Ideas	1 Explore and Express Ideas
2 Dance Practices	2 Drama Practices	2 Media Arts Practices	2 Music Practices	2 Visual Arts Practices	2 Visual Communication Design Practices
3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform
4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret
5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered

Key: The Humanities	
Civics and Citizenship strands	Economics and Business strands
1 Government and Democracy	1 Resource allocation and making choices
2 Laws and Citizens	2 The business environment
3 Citizenship, Diversity and Identity	3 Consumer and financial literacy
4 All strands covered	4 Work and work futures
	5 Enterprising behaviours and capabilities
	6 Reasoning and interpretation
	7 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:
 Breadth Stage (Years 3–8):
 (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, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
 (e) An Arts program, including all 5 Arts disciplines at Years 3-4, and at **Years 5-6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts**
 (f) A Technologies program
 (g) A learning program that includes each of the Capabilities

Note the Revised Curriculum Planning and Reporting Guidelines:
 Pathways Stage (Years 9–10):
 (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, including History, Geography, Civics and Citizenship and Economics and Business in each two-year band
 (e) An Arts program that includes at least one Arts discipline
 (f) A Technologies program
 (g) A learning program that includes each of the Capabilities

If a 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. The school curriculum plan should 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.

More information:
<http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>

Please also refer to applicable sector-specific information.