

# MELTON SECONDARY COLLEGE CURRICULUM PLAN 2021

## SCHOOL VISION

*A flourishing learning community achieving high levels of academic growth and bright futures for every student.*

### SCHOOL BASED PRIORITIES – MELTON SECONDARY COLLEGE Annual Implementation Plan

#### PRIORITY ONE

Learning, catch-up and extension



#### PRIORITY TWO

Happy, healthy and active kids



#### PRIORITY THREE

Connected schools



**MELTON  
SECONDARY  
COLLEGE**  
ACADEMIC EXCELLENCE

#### Mission Statement:

At Melton Secondary College we build academic excellence through a challenging and supportive curriculum that results in respect for self, education and the environment.

As educators we support the right and the capacity of all students to learn at a high level within a community of learning that fosters the growth and development of the whole person.

Young people need to leave our college with the skills and knowledge to navigate a future that will be quite different to the present. In order to do this, our curriculum and pedagogy will support their growth as creative and critical thinkers, able to use emotional and relational capabilities to work collaboratively with people from diverse backgrounds, able to use information technologies to communicate and manipulate information and who have an ethical framework that supports them in making positive decisions. We acknowledge that these intellectual, social and emotional capabilities are critical to academic success and work to integrate the teaching of them into our education programs and approaches at our College.

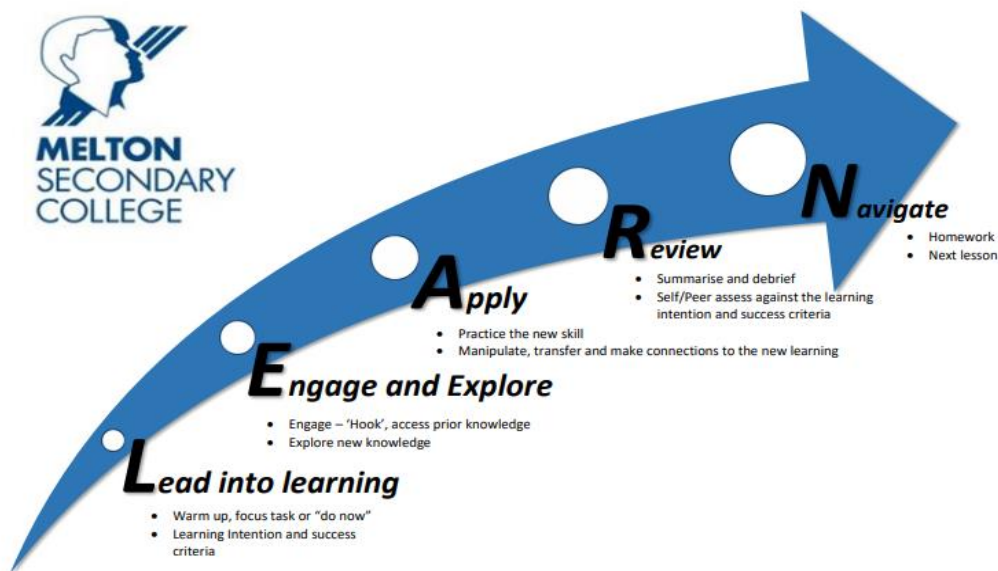
We employ the Melton Secondary College instructional model LEARN and utilise high impact pedagogy. Our first priority is to know the student's zone of proximal development, then design, implement and evaluate learning tasks that ensure students achieve growth to the next level of development. We understand that language is the basis for learning, so explicitly develop our students' oral and written language skills so they can gain knowledge and express complex ideas fluently. We share the purpose of each learning task with our students so as we work alongside them, they can set their own goals, track their own progress and know the next steps to progress their learning, gradually becoming independent learners.

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<i><b>SUCCESS</b></i>	<i><b>TEAMWORK</b></i>	<i><b>AMBITION</b></i>	<i><b>RESPECT</b></i>	<i><b>RESPONSIBILITY</b></i>
We create bright futures when we achieve growth in our learning	We act and learn best when we work together	We achieve high levels of academic growth when we set challenging learning goals and have high aspirations	We respect ourselves others and our community when we THINK about what we say and do	We accept responsibility for our actions and the consequences that follow

## LEARN Instructional Model and HIGH IMPACT TEACHING STRATEGIES

At Melton Secondary College, the delivery of **Guaranteed and Viable Curriculum** is enhanced through the LEARN common instructional model and the use of high impact pedagogy. This reduces the variability between classrooms and provides strong routines for our students. Teachers regularly meet in Professional Learning Teams to analyse learning data and plan targeted interventions to ensure growth for every student.



### High Impact Teaching Strategies

- |                           |                             |
|---------------------------|-----------------------------|
| 1. Setting goals          | 6. Multiple exposures       |
| 2. Structured lessons     | 7. Questioning              |
| 3. Explicit teaching      | 8. Feedback                 |
| 4. Worked examples        | 9. Metacognitive Strategies |
| 5. Collaborative learning | 10. Differentiated Teaching |

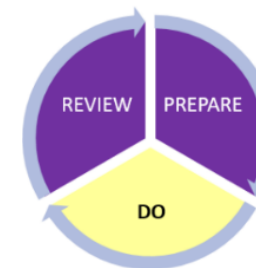


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## Professional Learning Teams

At Melton Secondary College, we believe that students learn better when teachers work together. A shortened school day each Wednesday provides additional time for groups of teachers to work collaboratively to review the impact of their practices and approaches.

A learning cycle of Prepare, Do, and Review supports teachers to plan evidenced-based interventions to improve student outcomes.



Prepare  
Do  
Review

## Coaching



The purpose of coaching is to allow every teacher to continue improving their practice. For practitioners to improve, we need opportunities to reflect on our practice, we need opportunities to use insights from others to prompt our thinking.

Development teams (PLTs) also functioning as coaching relationships. The Development Team Leaders coaches each member of the team through a four week coaching cycle throughout the year.

### The Coaching Cycle

## VICTORIAN CURRICULUM OFFERINGS 7-10 (70 minute periods per fortnight time allocation)

### STARR CONNECT

STARR connect runs each day for 20mins at each year level across the Senior and Junior School. STARR connect provides an opportunity for students to build trusting relationships with their teachers and peers. During STARR connect, teachers guide students through curriculum that develops social skills and emotional literacy. STARR Connect teachers are the most critical connection between home and school.

### STUDY SKILLS

This is a structured program that equips students with the knowledge, skills and mindsets required to excel in senior secondary studies and begin post-secondary career planning.

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<b>YEAR 7</b>	STARR Connect 20mins each day	English 5 periods	Independent Reading Program (IRP) 4 periods	Mathematics 7 periods	Humanities 5 periods	Science 5 periods	Health and PE 4 periods	LOTE – Japanese 3 periods	Materials OR Digi-tech (semester based) 3 periods	Art OR Music (semester based) 3 periods
<b>YEAR 8</b>	STARR Connect 20mins each day	English 5 periods	Independent Reading Program (IRP) 4 periods	Mathematics 5 periods	Humanities 5 periods	Science 5 periods	Health and PE 4 periods	LOTE – German or Japanese 3 periods	Materials OR Digi-tech (semester based) 3 periods	Art OR Music (semester based) 3 periods
<b>YEAR 9</b>	STARR Connect 20mins each day	English 5 periods	Independent Reading Program (IRP) 2 periods	Mathematics 5 periods	Science 4 periods	Humanities 6 periods	Health and PE 3 periods	<b>SELECTIVES – 3 per semester, 5 periods</b>		
		Essential English Literature Journalism Writers Workshop	Application Maths Money Maths Pre-calculus	History In Depth Civil Rights History	Environmental Science Pre-Medicine Robotics	Boys Fitness Girls Fitness Outdoor Education Sport and Recreation	Dance Drama Media and Film Art Music Visual Art Visual Communication and Design German Japanese	Computing (Digital Technology) Design Technology Fashion Design Food Technologies General Engineering Timber Construction		

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<b>YEAR 10</b>	STARR Connect 20mins each day	English – Foundation, Core or Extension  6 periods	Mathematics – Foundation Maths, General Maths or Extension Maths  6 periods	<b>Electives – 4 per semester inclusive of 1 Humanities and 1 Science 6 periods</b>			
				3D Art Dance Drama Media and Film Art Music Photography Health Outdoor Education Sport and Recreation (VET) Outdoor Education (Units 1 and 2) MYLNS	Physical Education Economics and Business Studies Geography History – The Globalising World History – War and Freedom Philosophy Legal Studies and Politics Japanese	Forensic Science Forensic Psychology Systems –Robotic Control Environmental Science Biology Physics STEM 4 life Chemistry Catering Computing (Digital Technologies)	Engineering (Systems) Food Technologies Product Design (Wood)

## VICTORIAN CERTIFICATE OF EDUCATION OFFERINGS (periods per fortnight time allocation)

<b>YEAR 11 &amp; 12</b>	STARR Connect 20mins each day	English or EAL  Unit 1&2 6 periods	Dance Drama Studio Art – Art Studio Art - Photography Literature Health and Human Development Physical Education Outdoor Environmental Studies Australian and Global Politics Business Management	Economics History – 20 <sup>th</sup> Century (Unit 1&2) History – Revolutions (Unit 3&4) Legal Studies German Japanese Biology Chemistry Environmental Science	Physics Psychology Philosophy Agricultural and Horticultural Studies Applied Computing (Units 1&2) Food Studies Product Design – Woodwork Product Design – Textiles Software Development (Unit 3&4) Systems Engineering  6 periods per subject	Foundation Mathematics General Mathematics (Unit 1&2) Further Mathematics (Unit 3&4) Mathematical Methods  Unit 1&2 6 periods  Unit 3&4 7 periods

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## VICTORIAN CERTIFICATE OF APPLIED LEARNING

### Foundation Certificate:

Literacy, Numeracy, Personal Development, a VET subject OR a one-day a week work placement

### Intermediate Certificate:

Literacy, VCE Foundation Mathematics, Personal Development and a VET subject

### Senior Certificate:

Literacy, Numeracy, Personal Development, Work Related Skills and a VET subject (Year 2) or a school-based apprenticeship

### Elective subjects for Foundation and Intermediate Certificates (students must complete TWO at 4 periods per fortnight) -

Outdoor Education  
Systems Engineering  
Product Design - Wood & Art Design  
Physical Education

## REPORTING

### Progress Reports

Feedback about student learning habits and progress are provided to students once a term.

### Semester Reports

Formal written reports take place twice a year in terms two and four. All reports are generated using Compass. Reports are delivered to parents as .pdf file via Compass.

### Years 7-10

Semester reports provide information for the reporting period regarding academic progress, attendance, achievement on summative assessment tasks and exams.

### Reporting on Summative Assessments

For years 7-10 the following scale is used.

The percentage used to generate a letter grade is determined by the assessment tools used by classroom teachers such as rubrics or test marking guides.

Students complete three or four summative assessment tasks in each subject and must achieve a satisfactory result (S) in at least two out of three or three out of four tasks to achieve an S. If these conditions are not met students receive a not satisfactory, or N, grade.

7-10 Marking Scheme	
Letter Grade	Percentage
A+	90-100
A	80-89
B	70-79
C	60-69
D	50-59
E	40-49
UG	0-39

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Teachers can also enter NS when students have not submitted work, or NA when students meet specific conditions such as late enrolment.

Grades A+ to D are satisfactory grades and can contribute to a student receiving an S grade for the semester in a subject, while E and UG are unsatisfactory grades and cannot.

An NS is also an unsatisfactory grade. An NA is an exemption, but students cannot receive an S for the subject if they receive two or more NAs.

## Reporting on the Victorian Curriculum

Teachers are required to make informed and consistent judgements about student progress against the achievement standards provided in the Victorian Curriculum F-10 for all learners. An overall, balanced, evidence-based and holistic judgement is made about where on the learning continuum a student is located. This is achieved through the ongoing process of analysing and interpreting data and evidence gained from the range of formal and informal assessment tasks and activities undertaken over a period of time. For each reporting period, teachers use a variety of assessments to inform their on-balance judgment about student progress against the standards provided in the curriculum. Moderation processes are used when curriculum areas are formally assessed by more than one teacher to determine the level of achievement.

## VCE

### Semester Reports

Semester reports provide information for the reporting period regarding academic progress, attendance, completion of subject outcomes, performance on school assessed coursework and school-based exams.

### School Assessed Coursework

Teachers use the following scale to report on school assessed coursework.

The percentage used to generate a descriptor is determined by the assessment tools used by classroom teachers such as rubrics or test marking guides.

### Subject Outcomes

Teachers report on students completion of the outcomes described in the relevant VCAA students designs with an S for satisfactory or an N for Non-Satisfactory. Students must satisfactorily complete all outcomes to receive a satisfactory result for the subject. "NA" and/or "Not Covered (NC)" can be used but only to be used in studies that have ongoing outcomes.

Year 11-12 Marking Scheme	
Range Descriptor	Percentage
Excellent	90-100
Very Good	80-89
Good	70-79
Moderate	60-69
Low	50-59
Very Low	0-49