Weeroona College Bendigo

Curriculum Framework

Vision: *We care about our students at Weeroona College Bendigo and help them to thrive.*

Weeroona College Bendigo (WCB) operates across two campuses with our main campus located on the northern side of Bendigo with a population of 650 plus year seven to year ten students. Our second campus BFLO (Bendigo Flexible learning Options) is an alternative setting and is a collaborative partnership between the five Bendigo Secondary Colleges and Kalianna Specialist School that aims to reengage learners from year seven through twelve. The BFLO campus is situated in Kangaroo Flat.

We have very strong educational partnerships with our associate primary schools in the White Hills cluster, the other three Bendigo year seven to ten colleges and Bendigo Senior Secondary College where our students transition for years eleven and twelve.

We are fortunate to have been totally rebuilt and our modern learning spaces provide for a wide range of flexible teaching and learning activities including: independent study, peer tutoring, small and large group work, project based learning, lecture based learning, seminar style learning, research, performances and presentations by students and learning by building and doing.

WCB has a firm commitment to maximising the educational opportunities for each and every one of our students and we place a high emphasis on all students achieving personal excellence, which is one of our five core values. Each student has a Personal Learning Plan where teachers and parents can track progress with their students to ensure that individual learning needs are met. Literacy and Numeracy are a high priority at Weeroona College Bendigo where we work to ensure that our teaching supports all students across the curriculum. We are a community of readers and encourage reading opportunities at school and at home and we have a personalised learning model for teaching Mathematics that supports individual learners.

Our College has made the development of a high quality curriculum that caters for the needs of all students a major priority over the past few years. A balanced core curriculum is offered for year 7 and 8 students and year 9 & 10 students study a mixture of core and elective studies. Recently we have introduced a STEM (Science, Technology, Engineering and Mathematics) based curriculum across the College. Our year 10 students have access to VCE courses and our year 9/10's to VET programs with successful pathways to Bendigo Senior Secondary College, our year 11 and 12 provider.

WCB has a strong culture of extracurricular programs. We have a proud tradition in the Performing and Visual Arts including a well-supported instrumental music program, bands and arts spectaculars and College productions. The College also has very high standard sporting programs, where our students compete as the Weeroona Warriors. We are proud of our students who perform exceptionally well in a broad range of interschool sports activities. Another highlight of the College program is our participation in the RACV Energy Breakthrough competitions. The College has an outstanding record of success over many years and the students, staff and families involved have benefitted enormously from this program.

Curriculum Statement

Mission: Weeroona College Bendigo's mission is to provide students with real world opportunities to learn through an innovative, technology based curriculum for scientific and mathematical literacy, emphasising literacy across the curriculum.

Weeroona College Bendigo aims to provide a dynamic learning culture that promotes respect, integrity, personal excellence, innovation and resilience.
We aim for:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- It's not about how well you do, but about how hard you try
- Diversity in our curriculum, in each other and in our community
- Open and honest communication between all members of our college community
- A commitment to social justice and a passion to protect and improve our community
- Whole school literacy
- Skills based curriculum

Weeroona College Bendigo is committed to offering a comprehensive curriculum based on Victorian Curriculum.

The College has some unique offerings including:

- A Science, Technology, Engineering and Mathematics (STEM) cross curriculum focus at Years Seven and Eight, with opportunities to continue this through an extensive electives program at Years Nine and Ten.
- An excellent and ever growing music program, with concert bands and an ensemble. Students have many opportunities to perform at community events.
- A strong Languages program with Chinese and AUSLAN from Years 7 –10, supported by international trips, organised every second year.
- A sports program where our students have opportunities to compete, as the Weeroona Warriors, in a broad range of activities.

A guaranteed and viable curriculum based on Victorian 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:

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on skills based rubrics
- assessment moderation and peer review occur and feedback is provided on courses
- 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

Our intention is to ensure quality course development and design by having a focus on literacy outcomes of all students.

Our lessons are based on the Weeroona Lesson Model to ensure consistency of delivery and expectations for all students and teachers.

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

The Humanities curriculum aims to ensure that students develop:

Civics and Citizenship

- a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Economics and Business

- enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.

History

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

Geography

- a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical methods and skills
- the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

The Arts curriculum aims to ensure that students develop:

- Knowledge, understanding and appreciation of Visual Arts, Music, Drama, Media and Visual Communication practices in cultural and social contexts.
- Knowledge and experience of arts techniques, materials, processes and technologies.
- Creative, critical and reflective thinking, problem-solving skills and an ability to express aesthetic judgement using Arts language.
- Confidence, curiosity, imagination, innovation and enjoyment through an engagement with Arts practices.

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Technologies aims to develop the knowledge, understanding and skills to ensure that students to:

- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

WE CREATE BRILLIANCE

WEERDONA COLLEGE BENDIGO

WCB

RESPECT

I treat everyone with respect and value differences in others. – I am a positive role model in everything that I do

- I wear my uniform with pride
- I encourage others to share their ideas
- I am a positive role model in everything that I do
- I respond positively to feedback from my teachers to help me improve my learning and behaviour
- I treat everyone with respect and value differences in others

INTEGRITY

I take responsibility for my actions and the rewards/consequences that come with them and I participate in all learning and personal development activities.

- I manage my time effectively
- I am prepared to think about my strengths and limitations to support my learning and development
- I take responsibility for my actions and the rewards/consequences that come with them
- I participate in all learning and personal development activities
- I am positive about my learning tasks as required
- I am present for all class activities

PERSONAL EXCELLENCE

I will challenge myself to do my best and work hard to achieve my goals.

- I will ignore that I know I will challenge myself to do my best
- I work hard to achieve my goals and meet learning targets
- I always come to class on time and ready to learn
- I take advantage of every opportunity and do nothing for my own things
- I accept challenges and persist when things get tough

INNOVATION

I am willing to seek new experiences, taking every opportunity to solve problems and apply creativity in my learning.

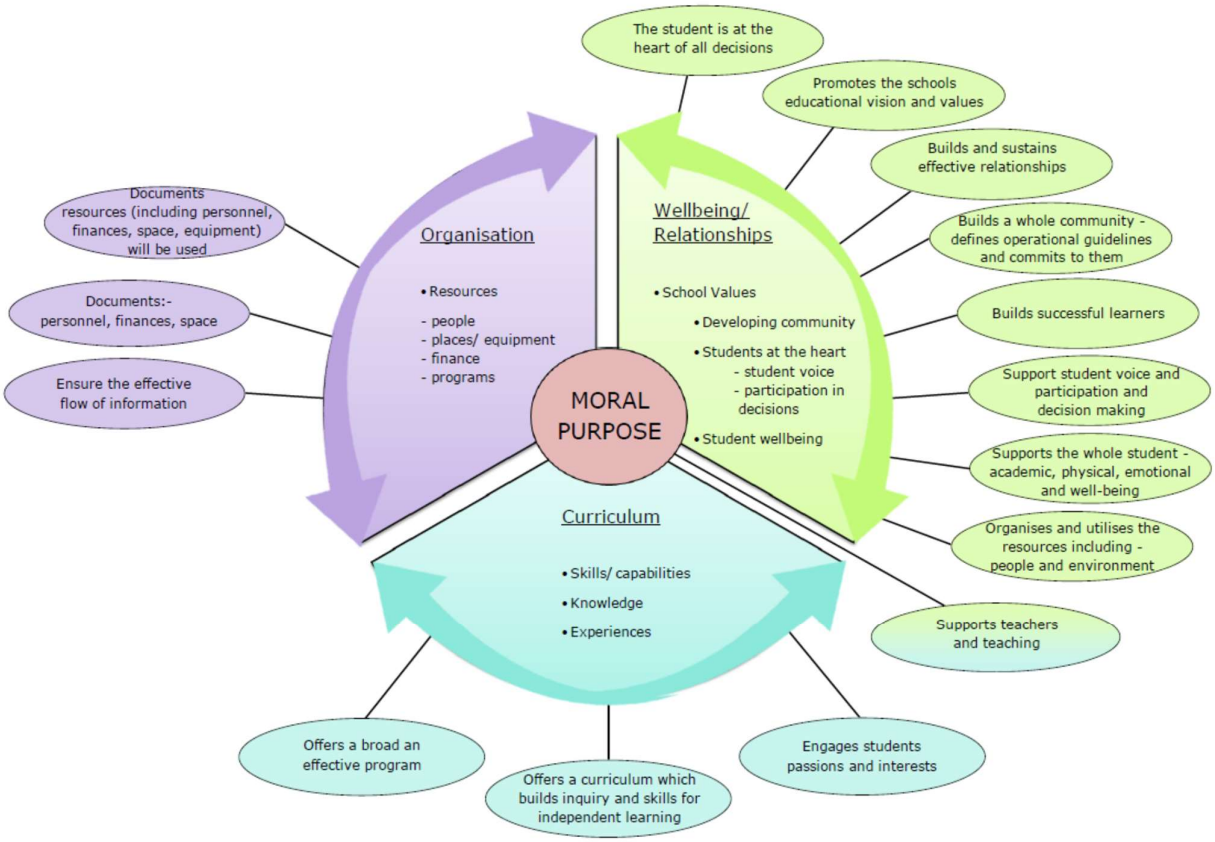
- I work others as I help to work others
- I am a team player
- I look for solutions to solve problems
- I am not afraid to collaborate
- I show creativity
- I look for new and inventive ways to further develop my knowledge
- I think outside the box
- I use technology to deepen my learning

RESILIENCE

I accept challenges and persist when things get tough.

- I learn from difficult and challenging situations or value of mistakes
- I am prepared for varied new experiences and take opportunities
- I persevere
- I am realistic, think rationally and seek out the bright side
- I take feedback and responses
- I maintain pace
- I stay [illegible]

Weeroona College Bendigo an Effective Community of Learners



Framework for Improving Literacy Outcomes Weeroona College Bendigo

Literacy is a critical factor in improving a student's ability to learn and achieve personal and vocational goals. To be literate is to be able to understand information through listening, reading and viewing and to present information through speaking, writing and images. It is the foundation upon which learning and communication is built and therefore every teacher is a teacher of literacy and has a responsibility to explicitly address the literacy requirements of the learning domains they teach. Literacy is integral to learning for all students, no matter what their year level or the learning domain.

Literacy Teaching & Learning in Victorian Schools (Paper No. 9 August 2006) suggests that teachers should use a variety of teaching practices and approaches. They need to explicitly teach reading, comprehension, writing, spelling and oral language, engage their students in meaningful literacy activities and make connections across domains and between school and out of school literacy practices.

The aim of this framework is to support the teaching of literacy at Weeroona College Bendigo and will be guided by our Literacy Improvement Plan.

The Breakthrough Framework (adapted from Fullan, Hill & Crevola. Breakthrough. 2006) steers our framework.

The core components are **personalisation, precision and professional learning**.

Personalisation places the learner at the centre and is tailored to the students learning and motivational needs.

Precision focuses on accurate information/data on individual progress which is built into daily practice.

Professional Learning ensures focused, ongoing learning for each and every teacher.

These core components are interwoven by **moral purpose**. This ensures continual seeking of best practice that *raises the bar for all as it closes the gap.*

The next layer of the diagram represents the 6 components under which quality teaching and learning takes place. All 6 components are integral and collectively work towards improved outcomes for students. The plan for regional literacy improvement on the following pages is developed using these 6 components. It identifies region, network and school responsibilities. Finally, Leadership and Coordination is fundamentally collegiate, with an emphasis on strong, instructional leadership between professionals across the region, networks, schools and classrooms. *Schools have a moral and intellectual responsibility to learn from other schools and contribute what they know to others.*

Using data to inform teaching to improve learning outcomes @ WCB

NAPLAN		
CURRICULUM KNOWLEDGE AND SKILLS	**TESTING GENRE SKILLS**	**LANGUAGE CAPABILITY**
The skills and capabilities that the student can demonstrate within a defined curriculum discipline.	Knowing how to approach and succeed in standardised tests.	• Understanding the language used in the questions/ instructions • Understanding the curriculum specific (academic) vocabulary.

ON DEMAND			
INDIVIDUAL		**CLASS**	**SCHOOL**
MID TOOL • Students taking responsibility for their own data • Student/teacher conferencing to set suitable targets and progress towards them • Visual representation of data: - individual target - expected level - actual result, showing growth over time.	ADAPTIVE • 3 x year minimum to show added value • 0.6 growth per year • Traffic light colour code results to show above, at and belowexpected growth • Develop individual strategies to support maximum growth. • Use item analysis to show how to focus on individual students while identifying strengths/areas to develop with individual teachers, teams and across school	• Is the class data at expected levels? • What support is needed to ensure that the needs of the students are being met? • Build On-demand target into each Teacher P&D plan • All staff need to be aware of students literacy/ numeracy capacity.	• Is this school performing at expected levels? • What school-wide support is need to exceed identified targets in Literacy and Numeracy plans and AIP?

IMPROVED STUDENT LEARNING

TEACHER OBSERVATIONS AND ASSESSMENTS

- Sensitive observation of students
- Teachers are using a range of appropriate tools and strategies to assess student learning and the effectiveness of their teaching.

TEACHER JUDGEMENTS

- VELS—AUSVELS
- Are teachers teaching what VELs specifies within the defined standard?
- All the data should inform judgement

Student Voice - Making It Happen @ WCB

Sphere of Influence

Decreasing Influence

- 1:1
- Small Groups
- Classes
- Communities/ Year Levels
- School
- Local Community
- Wider community

The Situations

Groups/Classes:
- Co-constructing learning contexts/themes/activities
- Negotiated learning intentions/ success criteria
- Negotiated assessment tasks
- Peer assessment
- Text/resource choice
- 'Buddy' programs, peer coaching

Community / Year Level:
- Setting community priorities eg 'special' focus
- Developing community expectations/protocols
- Finding solutions to community issues
- Taking responsibilities, as individuals, groups, with teachers
- Engaging parents
- Community activities eg competitions; celebrations of success; community building

Whole School:
- Student Representative Council
- School Curriculum Committees
- School Data committees
- Special Event Committees
- Engaging Parents

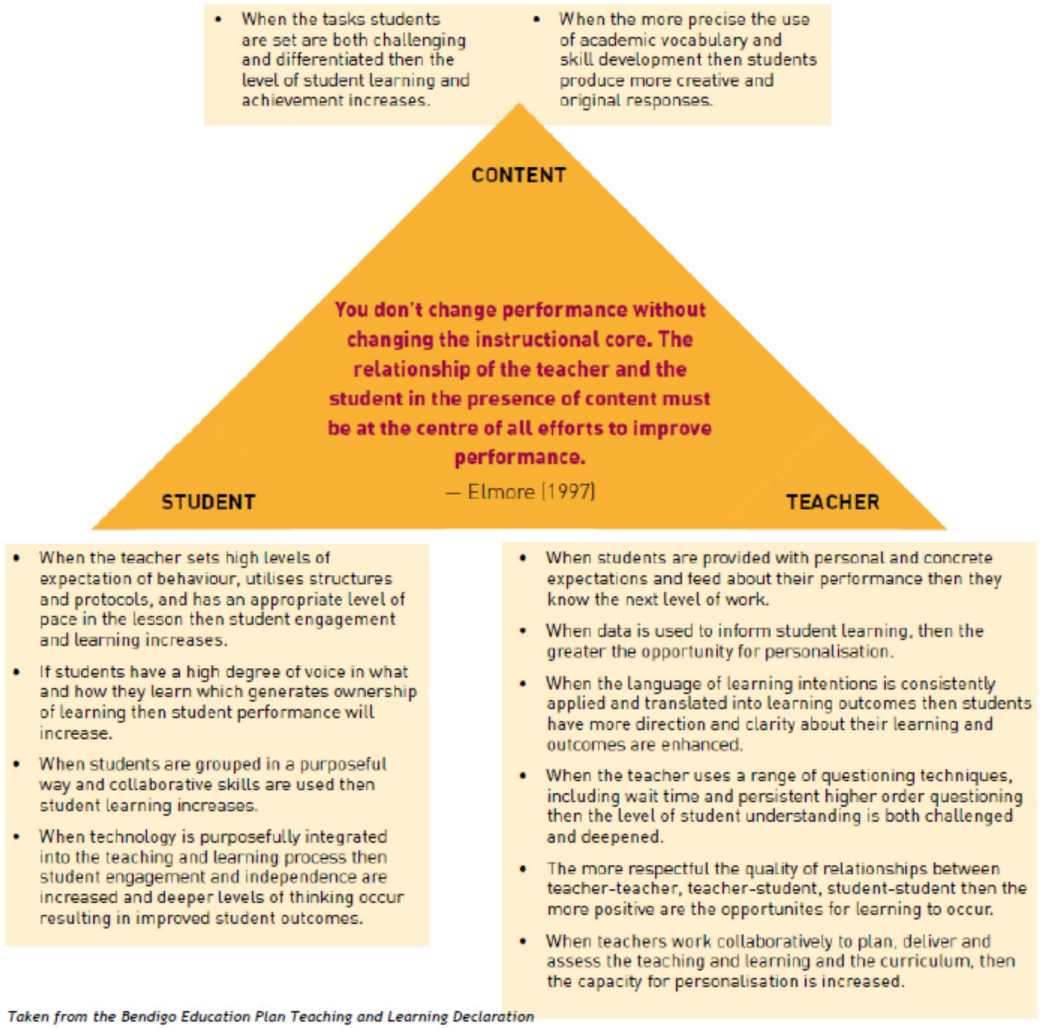
Eg entertainment
Reporting/feedback
Parent education
Celebrations
Open days/transitions
Award nights/ceremonies

High level student voice:
- Choice of form teacher/home teacher
- choice of subject teacher
- choice of community/neighbourhood

Strategies

Random Samples - Variety of input across students	Students may have no particular interest/ expertise in subject
Volunteer Focus groups – high level of interest across range levels	Limited Input from motivated students only
Rotating – Gives everyone a chance	Students may have no particular interest or expertise in the subject.
Interest Groups – Motivated students – good for organising events	Only the motivated involved. The voice of many ignored
Elected Represented- stable group, usually organised and reliable	Only the popular/ confident students elected. Does not build leadership in other students.
All Voices Heard- Symbolically powerful in valuing everyone	Hard to manage and time consuming.

Quality of Teaching Depends Upon a Focus on the Instructional Core



Taken from the Bendigo Education Plan Teaching and Learning Declaration

Structure of the school Day

Before school Yard Duty	Advisory	Change Over	Session 1	Change Over	Session 2	Lunch	Session 3	Recess	Session 4	Bus Duty
BF 1 8:40 – 9:00 BF 2 8:50 – 9:00	9:00 – 9:16 Attendance marked	9:16 – 9:20	9:20 - 10:30 Attendance marked	10:30 – 10:35	10:35 – 11:45 Attendance marked	11:45 – 12:10 12:10 – 12:35	12:35 – 1:45 Attendance marked	1:45 – 2:05	2:05 – 3:15 Attendance marked	City 3:15 – 3:30 Country 3:15 – 4:00

Weeroona Lesson Model (WLM)

Phase	Purpose	Factors that will influence the Learning Processes
Introduction	**THE HOOK** — Capturing the attention of students	**PACE** — Ensuring that the learning activities progress at an effective pace
	LEARNING INTENTION AND SUCCESS CRITERIA — Making clear the learning goals and how the success of the learning is to be measured	**HIGH EXPECTATIONS** — The learning tasks challenge and encourage each student
	THE LINK — Drawing on students prior knowledge and showing where the learning might lead	**HIGHER ORDER THINKING/ QUESTIONS** — The learning tasks and questions used by teachers and student engage the learners in high order thinking
The Teaching and Learning Processes	**EXPLICIT TEACHING** — Providing explicit instruction to support the learning	**CO-OPERATIVE LEARNING** — Curiosity is enhanced when students work collaboratively to develop both social and academic skills
	EMBEDDING THE UNDERSTANDING — Engaging the student in higher order thinking to reinforce the learning	**GENERATING STUDENT INQUIRY/ CURIOSITY** — The teaching focuses on developing the students curiosity and inquiry
	DIFFERENTIATING THE LEARNING — Enriching and deepening the learning at a level appropriate to the student ability	**DEVELOPING SKILLS FOR INDEPENDENT LEARNING** — Student learning is enhanced when it is set at the right level & where the student develops & exercises increased responsibility for their learning
Conclusion	**ASSESS, REVIEW, REFLECT** — Assessment and reflection for, as and of learning	**USING I.C.T.** — ICT is a powerful tool for engaging students interests and to access and facilitate rich learning experiences
	PREPARE FOR THE NEXT LEARNINGS — Set the scene and create expectations and interest for the next lesson	**USING STUDENT PASSION AND INTERESTS** — High levels of student engagement in their learning is likely to lead to high levels of achievement

Weeroona Lesson Model Planning Template

Introduction	THE HOOK	**Hook**	**Learning Intention**	**Success Criteria**	**Links**
	LEARNING INTENTION AND SUCCESS CRITERIA				
	THE LINK				
The Teaching and Learning Processes	EXPICIT TEACHING			Higher order questions, co-operative group activities, student curiosity	
	EMBEDDING THE UNDERSTANDING				
	DIFFERENTIATING THE LEARNING				
Conclusion	ASSESS, REVIEW, REFLECT				
	PREPARE FOR THE NEXT LEARNINGS				

PACE

HIGH EXPECTATIONS

HIGHER ORDER THINKING/ QUESTIONS

CO-OPERATIVE LEARNING

GENERATING STUDENT INQUIRY/ CURIOSITY

DEVELOPING SKILLS FOR INDEPENDENT LEARNING

USING I.C.T.

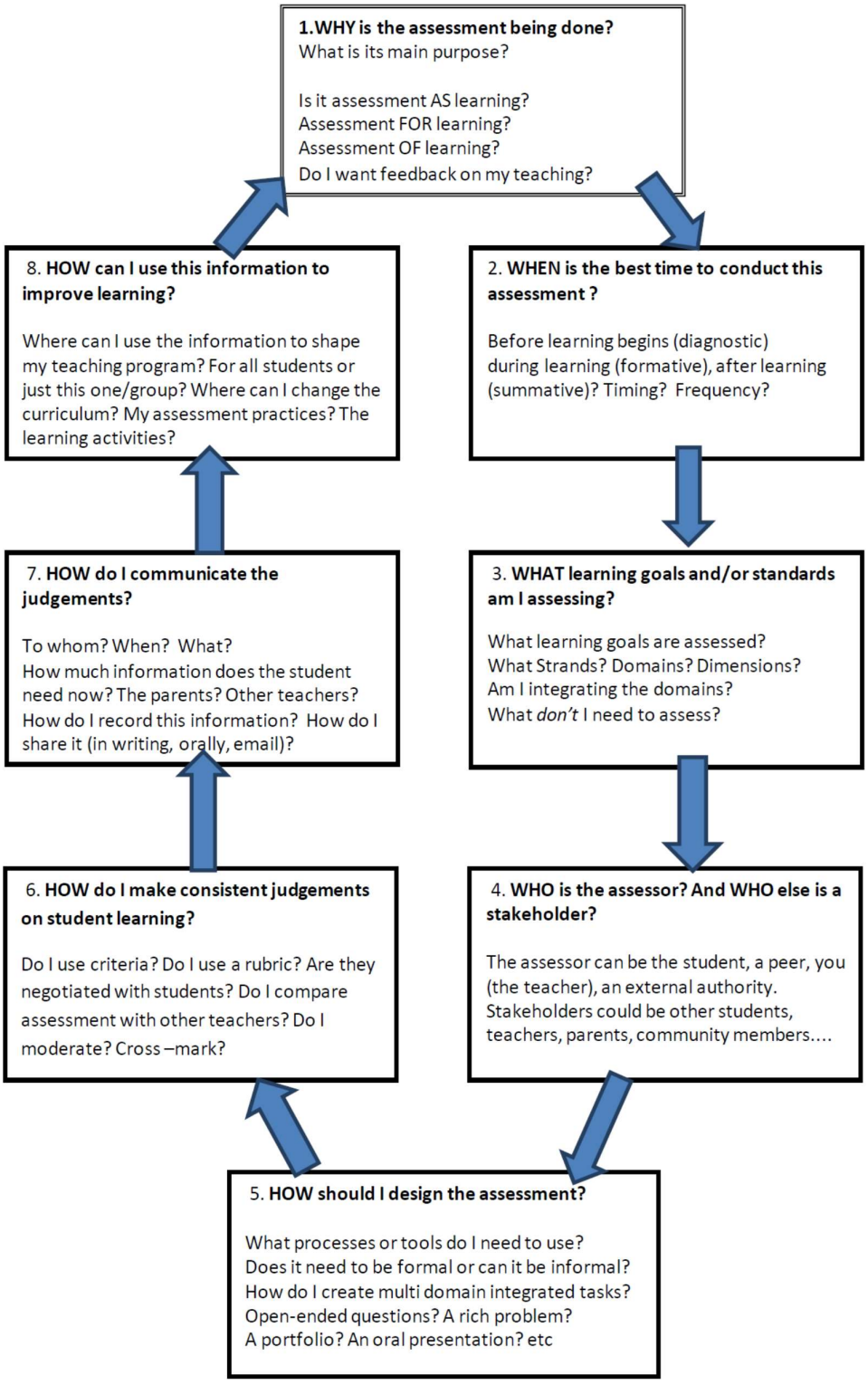
USING STUDENT PASSION AND INTERESTS

Weeroona Lesson Model (WLM) – an Instructional Model for our classrooms

Phase Of Lesson		Essential Elements	Plan
Beginning Of lesson	THE HOOK/DO NOW Grab student's attention and put them in a receptive frame of mind. 1-5 minutes	Stimulate interest and curiosity (eg. using visual aids) Present a purpose for learning Connect learning to real world experiences Foster positive relationships with and between students	How will you hook your students into the lesson? How will you get them started?
	LEARNING INTENTIONS Make the learning Intentions and Success Criteria clear to students 2-5 minutes	Use student friendly language Establish learning goals: write them on the board for students to see Make assessment and performance requirements clear(WILF) Show examples of EXPECTED student performance (work samples)	What are your learning intentions (WALT) and success criteria (WILF) in student friendly language?
	ACTIVATE/REVIEW Activate prior knowledge and review relevant prior learning. 5-10 minutes	Opportunities for students to demonstrate their current level of understanding through verbal and non verbal means. Review/connect to prior learning Use questioning techniques. Brainstorm Key words/academic vocabulary elicited/taught/displayed.	How will you activate prior knowledge and review relevant prior learning?
Presentation	TEACHER INPUT Explicitly teach the CONCEPT	Provide clear explanation, definition, rule (short & sharp). Provide examples Use students previous experiences as basis for explaining concepts Information presented visually, and or concrete examples. Concept represented in multiple ways. Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught.	How will you teach the concept?
	TEACHER INPUT Explicitly teach and model the skill	Steps provided as a scaffold Examples provided Information presented visually Model/articulate your inner though processes to students as you demonstrate a working model	How will you teach the skill? What are the steps?

		Modeling that is short and purposeful	
	CHECK FOR UNDERSTANDING Monitor whether students have 'got it' before proceeding. If not, the concept or skill should be re-taught before guided practice begins.	Well distributed questioning/checking for understanding. Wait time. Higher level questions. Ask for justification (evidence) and clarification from students. Adjustments made due to feedback if necessary Challenge misconceptions. Have students paraphrase and summarise.	How will you check for understanding?
Guided Practice/ Differentiation	DEVELOPMENT AND ENGAGMENT Work is personalised according to students individual learning needs. Differentiation occurs within the classroom.	Tasks, activities or exercises provide well scaffolded opportunity for students to apply the knowledge or skill. Clear instructions, clear time frame, and clear expectations. Range of tasks that appeal to different learning styles and ability levels Effective use of eLearning tools and programs.	What activities or tasks will you ask students to undertake?
	FEEDBACK AND INDIVIDUAL SUPPORT Move around the room to determine the level of mastery, and to provide feedback and individual support as needed.	Teacher identifies students needing additional support/guided practice Teacher moves around the room Teacher provided comments/written feedback on work	Which student do you anticipate will need additional support? How will you provide it?
Independent Practice/ Differentiation	APPLICATION Ask your students to apply the concept or skill in different contexts.	May happen within the same lesson or a future lesson. Must occur on a repeating schedule so that learning is not forgotten. May be homework, or individual or group work in class. Teacher makes connections- explains who this knowledge/skill can be applied/transferred to other learning contexts.	What independent practice will students undertake?
Review/ Reflection	REVIEW Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying key points and tying them together.	Reinforce major points of lesson Students give feedback on what/how they have learned	How will you review the lesson and get students to reflect on their achievements?

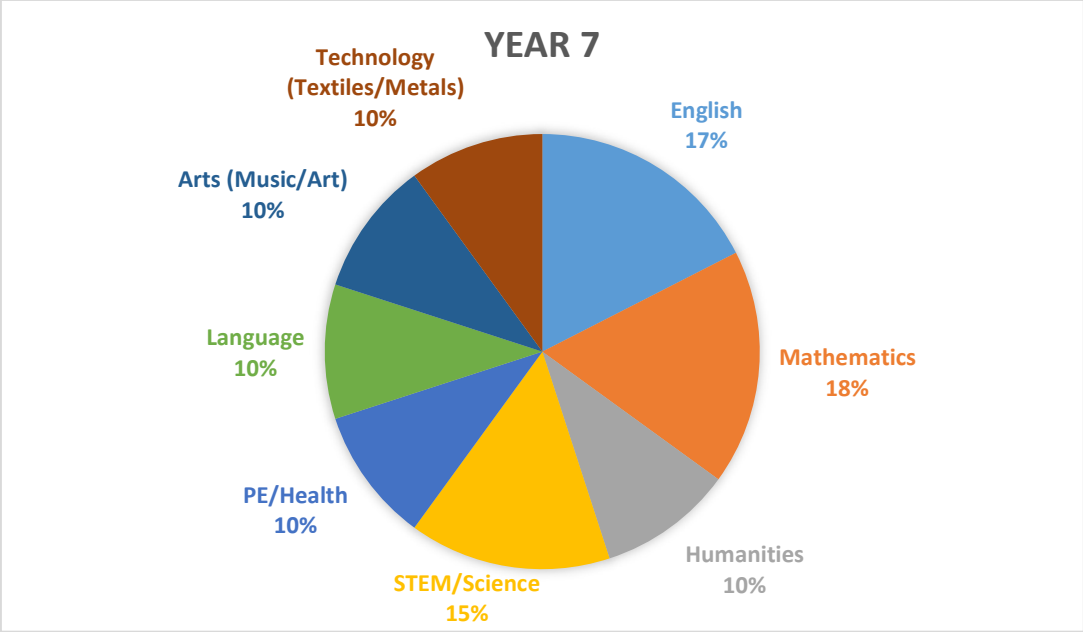
Key Questions for Assessment Planning Decisions



Time allocation across the 8 learning areas:

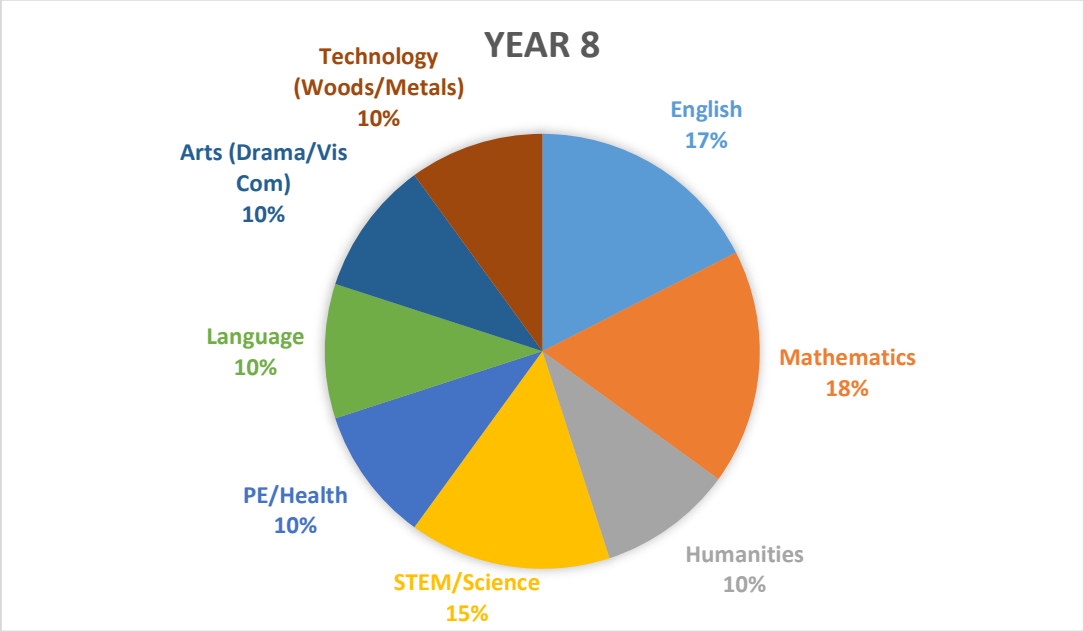
Year 7

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Humanities	4	280	10%
STEM/Science	6	420	15%
PE/Health	4	280	10%
Language	4	280	10%
Arts (Music/Art)	4	280	10%
Technology (Textiles/Metals)	4	280	10%
	40	2800	100%



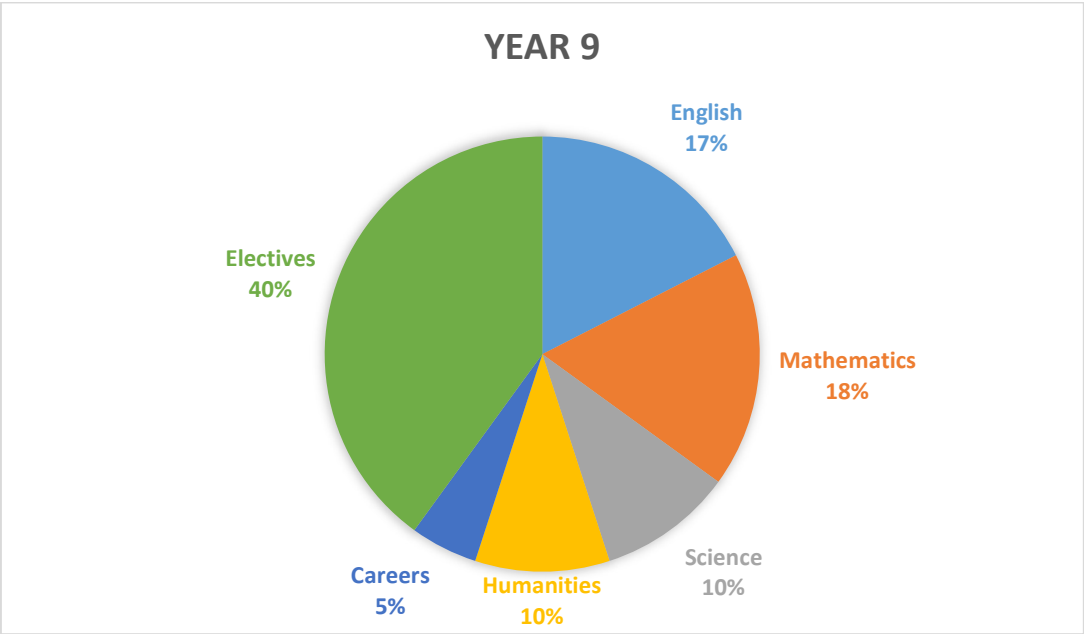
Year 8

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Humanities	4	280	10%
STEM/Science	6	420	15%
PE/Health	4	280	10%
Language	4	280	10%
Arts (Drama/Vis Com)	4	280	10%
Technology (Woods/Metals)	4	280	10%
	40	2800	100%



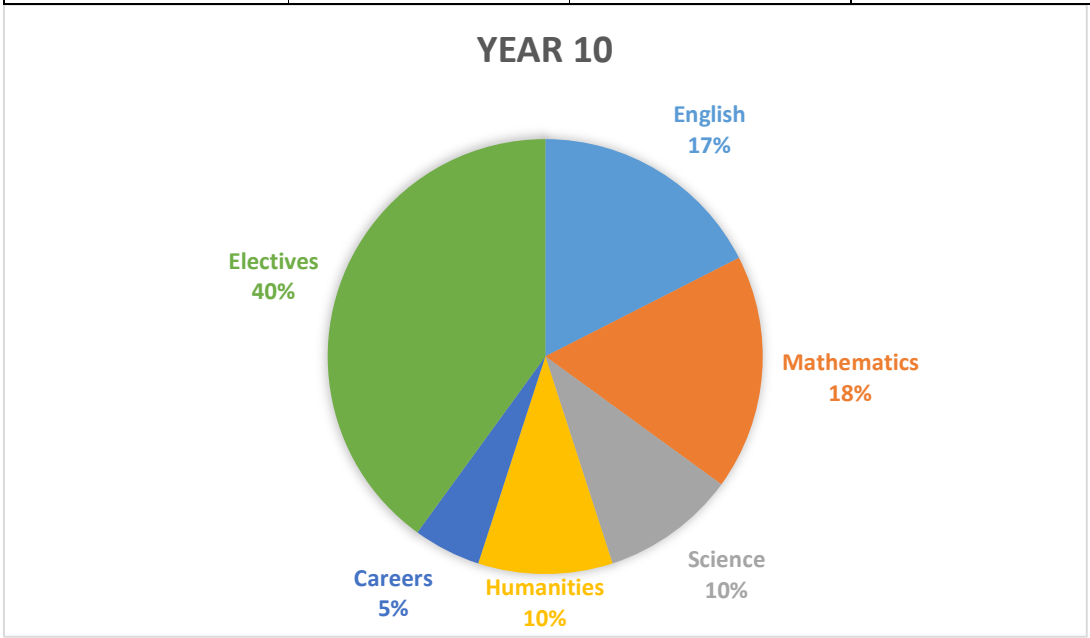
Year 9

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Science	4	280	10%
Humanities	4	280	10%
Careers	2	140	5%
Electives	16	1120	40%
	40	2800	100%



Year 10

Subjects	Sessions per fortnight	Minutes per fortnight	Percentage
English	7	490	17.5%
Mathematics	7	490	17.5%
Science	4	280	10%
Humanities	4	280	10%
Careers	2	140	5%
Electives	16	1120	40%
	40	2800	100%



Higher Order Thinking

WE CREATE BRILLIANCE
WEEROONA COLLEGE BENDIGO
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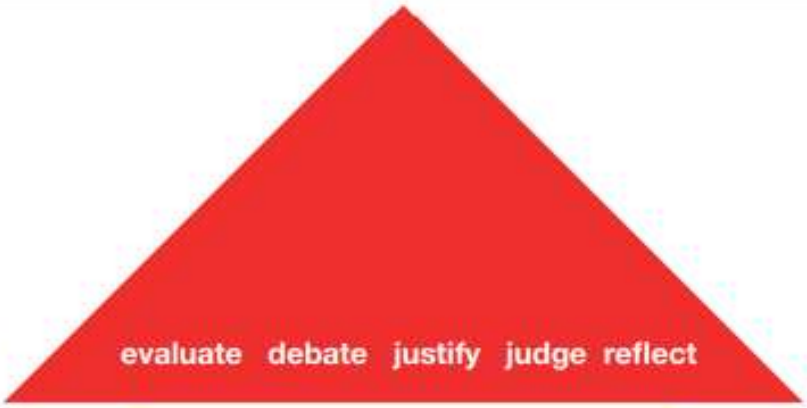

Evaluation
Make and defend judgements based on internal evidence or external criteria

Synthesis
Compare component ideas into a new whole or propose alternative solutions

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalisations

Application
Apply knowledge to actual situation

Comprehension
Demonstrate an understanding of the facts

Knowledge
Remember previously learned information

Curriculum Scope and Sequence

Documentation can be found on OneNote examples below

Mathematics Scope and Sequence

	Level 6	**Level 7**	**Level 8**	**Level 9**	**Level 10**	**Level 10A**
Semester One						
Topic One	Whole Number	Whole Number	Number/Indices	Indices/Index Laws	Index Laws inc. Law 8	Surds
Topic Two	Geometry	Geometry	Geometry	Geometry	Geometry	Circle Geometry
Topic Three	Patterns and Algebra	Patterns and Algebra	Algebra	Algebra	Algebra	Algebra
Topic Four	Fractions	Fractions	Percentages, decimals and fractions	Financial	Financial	Financial
Semester Two						
Topic Five	Decimals	Decimals	Rates/Ratio's	Pythag/Trig	Trigonometry	Trigonometry 3D
Topic Six	Statistics/Probability	Statistics/Probability	Statistics/Probability	Statistics/Probability	Statistics/Probability	Statistics/Probability
Topic Seven	Coordinates/Line Graphs	Coordinates/Line Graphs	Linear Graphs	Linear & Non Linear Equations/Graphs	Linear & Non Linear Equations/Graphs	Linear & Non Linear Graphs
Topic Eight	Measurement	Measurement	Measurement	Measurement	Measurement	Measurement

Science Scope and Sequence

2020 Outline	1	2	3	4	5	6	7	8
Year 7	Safety/Equipment (3 lessons) Separating Mixtures Sand/Salt/Iron filings prac	Simple Machines Machine research poster	Rube Goldberg Machine	Classification	Food Webs	Earth's Resources	Earth in Space	Human Endeavour
Year 8	EM Spectrum Eye dissection prac Solar Cookers	States of Matter Measuring Density prac	Elements and compounds/chemical reactions Iron Filings prac Rockets	Cell, growth and cell reproduction Osmosis prac	Body Systems Organ Donor Task	Rock cycle Volcano/rock cycle poster/diorama	Sound	Human Endeavour Mould activity
Year 9	Ecosystems Designer animal	Climate Change Modelling for the future ???	Body Balance Diabetes research task	Atomic Structure Flame colours or metal properties	Acids and Bases Acid reactions with metals/carbonates together	Dynamic earth/plate tectonics	Electric Circuits/Magnetism	Human endeavour
Year 10	Chemical Reactions and Bonding Rusting of iron	Motion and Forces Car collision investigation	Inheritance Kiwi DNA	Exam Prep Exam	Evolution Frog selection activity	GATTACA	Forensics Personal Profile	Exam Prep Exam
RED = Assessable activity	GREEN = STEM task	BLUE = Capabilities						

Assessment - 50% test
- 25% bookwork
- 25% activity

English Year 7

	Term 1		Term 2		Term 3		Term 4
Week 1	**Writing Sample**	**Week 1 Reporting Cycle 2 Due**	**Writing Sample – letter** **Text Production - Persuasive** Frontloading: persuasive structure/features	**Week 1**	**Thematic Study: Journeys - Poetry** **Writing Sample - letter**	**Week 1** **Reporting Cycle 6 Due**	**Genre Study: Heroism, Courage and Survival**
Week 2	**Written & Spoken Texts** Frontloading: Letter and recount structure/features On Demand testing	**Week 2**	**Text Production - Persuasive**	**Week 2**	**Thematic Study: Journeys - Poetry** Poetry Folio ***Writing Reading and Viewing***	**Week 2**	**Genre Study: Heroism, Courage and Survival** Novel Study **Writing Sample - letter** ***Reading and Viewing Writing***
Week 3	**Written & Spoken Texts**	**Week 3**	**Text Production - Persuasive** Persuasion - NAPLAN conditions. ***Writing Critical and Creative Thinking Capability***	**Week 3**	**Media Texts** Frontloading: persuasive techniques and influence of media	**Week 3**	**Multimodal Text - Inanimate Alice** Frontloading: Multimodal presentation techniques
Week 4	**Written & Spoken Texts** Recount	**Week 4**	**NAPLAN Preparation Week**	**Week 4**	**Media Texts**	**Week 4**	**Multimodal Text - Inanimate Alice**

Week 5	**Written & Spoken Texts**	**Week 5**	**NAPLAN Week**	**Week 5**	**Media Texts**	**Week 5**	**Multimodal Text - Inanimate Alice**
Wee k 6 **Reporting Cycle 1 Due**	**Written & Spoken Texts** Oral Presentation - Show Bag. ***Speaking and Listening*** ***Writing***	**Week 6** **Reporting Cycle 3 Due**	**Thematic Study: Journeys** Frontloading: analysis techniques	**Week 6** **Reporting Cycle 5 Due**	**Media Texts** A Current Affair episode – presentation ***Reading and Viewing***	**Week 6** **Reporting Cycle 7 Due**	**Multimodal Text - Inanimate Alice**
Week 7	**Text Production - Narrative** Frontloading: narrative structure/features	**Week 7**	**Thematic Study: Journeys**	**Week 7**	**Genre Study: Heroism, Courage and Survival** Frontloading: novel analysis techniques	**Week 7**	**Multimodal Text - Inanimate Alice** Digital fiction production ***Reading and Viewing*** ***Writing***
Week 8	**Text Production - Narrative**	**Week 8**	**Thematic Study: Journeys**	**Week 8**	**CAMPS WEEK**	**Week 8**	**Texts in Context – Jim Crow & The Titans** Frontloading: extended response structure/features
Week 9	**Text Production – Narrative** Narrative - NAPLAN (SAT) conditions.	**Week 9 Reporting Cycle 4 Due**	**Thematic Study: Journeys**	**Week 9**	**Genre Study: Heroism, Courage and Survival**	**Week 9** Reporting Cycle 8 Due	**Texts in Context – Jim Crow & The Titans**
Week 10		**Week 10**	**Thematic Study: Journeys** Novel analysis	**Week 10**	**Genre Study: Heroism, Courage and Survival**	**Week 10**	**Texts in Context – Jim Crow & The Titans** Film analysis and extended response. ***Ethical Capability***
		Week 11	**Thematic Study: Journeys - Poetry** Frontloading: poetry structure/features			**Week 11**	**Activity Week**

Year 8

	Term 1		Term 2		Term 3		Term 4
Week 1	**Writing Sample – Imaginative**	**Week 1 Reporting Cycle 2 Due**	**Text Analysis – Reading Unit** **Writing Sample – Imaginative**	**Week 1**	**Text Analysis – *Racism*** **Writing Sample – Imaginative**	**Week 1** **Reporting Cycle 6 Due**	**Persuasion in Advertising** **Writing Sample – Imaginative**

Week 2	**Literacy Skills** Frontloading: language conventions	**Week 2**	**Text Analysis – Reading Unit**	**Week 2**	**Text Analysis – *Racism***	**Week 2**	**Persuasion in Advertising**
Week 3	**Literacy Skills**	**Week 3**	**Text Analysis – Reading Unit** **Writing** **Reading and Viewing**	**Week 3**	**Text Analysis – *Racism*** Character development SAT ***Reading and Viewing*** ***Ethical Capability***	**Week 3**	**Persuasion in Advertising** Annotated analysis and presentation ***Reading and Viewing*** ***Speaking and Listening***
Week 4	**Literacy Skills**	**Week 4**	**Debating** Frontloading: debating structure and presentation techniques	**Week 4**	**Thematic Text Study – Growing Up** Frontloading: text response essay	**Week 4**	**Film as Text: *Stand by Me*** Frontloading film analysis essay structure
Week 5	**Literacy Skills**	**Week 5**	**Debating** Formative – debate prep.	**Week 5**	**Thematic Text Study – Growing Up**	**Week 5**	**Film as Text: *Stand by Me***
Wee k 6 **Reporting Cycle 1 Due**	**Literacy Skills** ***Writing***	**Week 6** **Reporting Cycle 3 Due**	**Debating** Debate	**Week 6** **Reporting Cycle 5 Due**	**Thematic Text Study – Growing Up**	**Week 6** **Reporting Cycle 7 Due**	**Film as Text: *Stand by Me***
Week 7	**Text Analysis – Reading Unit** Frontloading reading comprehension skills and writing skills.	**Week 7**	**Debating** Debate ***Speaking and Listening***	**Week 7**	**Thematic Text Study – Growing Up**	**Week 7**	**Film as Text: *Stand by Me*** ***Writing Reading and Viewing***
Week 8	**Text Analysis – Reading Unit**	**Week 8**	**Text Analysis – Racism** Frontloading: Character analysis/development	**Week 8**	**CAMPS WEEK**	**Week 8**	
Week 9	**Text Analysis – Reading Unit**	**Week 9** **Reporting Cycle 4 Due**	**Text Analysis – *Racism***	**Week 9**	**Thematic Text Study – Growing Up** Text response essay ***Writing*** ***Reading and Viewing***	**Week 9** Reporting Cycle 8 Due	

Week 10		**Week 10**	**Text Analysis – *Racism***	**Week 10**	**Persuasion in Advertising**	**Week 10**	
		Week 11	**Text Analysis – *Racism***			**Week 11**	**Activities Week**

Year 9

	Term 1		Term 2		Term 3		Term 4
Week 1	**Writing Sample: Persuasive**	**Week 1 Reporting Cycle 2 Due**	**Writing Sample: Persuasive** **Text Production – Narrative** Frontloading: narrative structure/features	**Week 1**	**Classic Text – Shakespeare** Presentation of a Scene ***Reading and Viewing Speaking and Listening*** **Writing Sample: Persuasive**	**Week 1** **Reporting Cycle 6 Due**	**Comparative Analysis – Wonder** **Writing Sample: Persuasive**
Week 2	**Thematic Analysis and Literacy Skills– Adversity** Frontloading: Text Response features/structures	**Week 2**	**Text Production - Narrative**	**Week 2**	**EXAM prep**	**Week 2**	**Comparative Analysis – Wonder**
Week 3	**Thematic Analysis and Literacy Skills– Adversity**	**Week 3**	**Text Production - Narrative** Narrative - NAPLAN (SAT) conditions. ***Writing Critical and Creative Thinking***	**Week 3**	**EXAM**	**Week 3**	**Comparative Analysis – Wonder** Comparative analysis essay ***Writing Reading and viewing***
Week 4	**Thematic Analysis and Literacy Skills– Adversity** Writing Folio	**Week 4**	**NAPLAN Preparation Week Language Conventions**	**Week 4**	**Genre Study - Aboriginal Identity** Frontloading: text response structure/features	**Week 4**	**Text Analysis – Lyrics & Poetry** Frontloading PowerPoint/web design
Week 5	**Thematic Analysis and Literacy Skills– Adversity**	**Week 5**	**NAPLAN**	**Week 5** **Reporting Cycle 5 Due**	**Genre Study - Aboriginal Identity**	**Week 5** **Reporting Cycle 7 Due**	**Text Analysis – Lyrics & Poetry**
Week 6 **Reporting Cycle 1 Due**	**Thematic Analysis and Literacy Skills– Adversity**	**Week 6** **Reporting Cycle 3 Due**	**Evolution of Language**	**Week 6**	**Genre Study - Aboriginal Identity**	**Week 6**	**Text Analysis – Lyrics & Poetry**

Week 7	**Thematic Analysis and Literacy Skills– Adversity** Text Response Essay ***Writing*** ***Reading and viewing***	**Week 7**	**Evolution of Language**	**Week 7**	**Genre Study - Aboriginal Identity**	**Week 7**	**Text Analysis – Lyrics & Poetry** Lyrical Text Analysis Presentation ***Writing*** ***Speaking and Listening***
Week 8	**Text Production - Persuasive** Frontloading: persuasive structure/features	**Week 8**	**Evolution of Language** Oral Presentation ***Speaking and Listening***	**Week 8**	**CAMPS WEEK**	**Week 8**	**Visual Literacy – Animation** Frontloading: Blooms Taxonomy
Week 9	**Text Production - Persuasive** Persuasion - NAPLAN (SAT) conditions.	**Week 9** **Reporting Cycle 4 Due**	**Classic Text – Shakespeare** Frontloading: scripted presentations	**Week 9**	**Genre Study - Aboriginal Identity** Essay – text response/analysis ***Writing*** ***Reading and viewing***	**Week 9** Reporting Cycle 8 Due	**Visual Literacy – Animation**
		Week 10	**Classic Text – Shakespeare**	**Week 10**	**Comparative Analysis – Wonder** Frontloading: Comparative essay structure	**Week 10**	**Visual Literacy – Animation** ***Writing***
		Week 11	**Classic Text – Shakespeare**			**Week 11**	**Activities Week**

Year 10

	Term 1		Term 2		Term 3		Term 4
Week 1	**Writing Sample- Persuasive**	**Week 1 Reporting Cycle 2 Due**	**Persuading an Audience** **Writing Sample- Persuasive**	**Week 1**	**Comparative Analysis** **Writing Sample- Persuasive**	**Week 1** **Reporting Cycle 6 Due**	**Classic Text Analysis** **Writing Sample- Persuasive**
Week 2	**Text Analysis – short stories**	**Week 2**	**Persuading an Audience** Oral Presentation ***Speaking and Listening***	**Week 2**	**Comparative Analysis**	**Week 2**	**Classic Text Analysis** Text Response essay ***Reading and Viewing*** ***Writing***
Week 3	**Text Analysis – short stories** Formative – analysis, inference, annotation	**Week 3**	**Text Analysis – Animal Farm** Frontloading: text analysis features/structures	**Week 3**	**Comparative Analysis**	**Week 3**	**Study Skills Unit** Frontload: essay writing skills

Week 4	**Text Analysis - short stories** Summative - Narrative Continuation ***Reading and Viewing Writing***	**Week 4**	**Text Analysis – Animal Farm**	**Week 4**	**Comparative Analysis** Essay – Film as Text Response ***Reading and Viewing Writing***	**Week 4**	**Study Skills Unit**
Week 5	**Texts in Context – Media Texts**	**Week 5**	**Text Analysis – Animal Farm**	**Week 5** **Reporting Cycle 5 Due**	**Classic Text Analysis** Frontloading: text analysis features/structures	**Week 5** **Reporting Cycle 7 Due**	**Study Skills Unit**
Wee k 6 **Reporting Cycle 1 Due**	**Texts in Context – Media Texts** Persuasive – Letter to the Editor	**Week 6** **Reporting Cycle 3 Due**	**Text Analysis – Animal Farm**	**Week 6**	**Classic Text Analysis**	**Week 6**	**Study Skills Unit** Essay plan ***Writing***
Week 7	**Texts in Context – Media Texts**	**Week 7**	**Text Analysis – Animal Farm**	**Week 7**	**Classic Text Analysis** Formative – socio/historical context short answer	**Week 7**	**EXAM PREPARATION**
Week 8	**Texts in Context – Media Texts** Political Cartoon Analysis SAT ***Reading and Viewing Writing Critical and Creative Thinking Capability***	**Week 8**	**Text Analysis – Animal Farm** ***Reading and Viewing Writing***	**Week 8**	**CAMPS WEEK**	**Week 8**	**END OF YEAR EXAMS**
Week 9	**Persuading an Audience**	**Week 9 Reporting Cycle 4 Due**	**MID-YEAR EXAM WEEK** Exam preparation	**Week 9**	**Classic Text Analysis**	**Week 9**	
		Week 10	**MID-YEAR EXAM WEEK**	**Week 10**	**Classic Text Analysis**	**Week 10**	
		Week 11	**WORK EXPERIENCE WEEK**			**Week 11**	

Rubrics

Can be found on OneNote