Penola High School provides a broad range of curriculum opportunities which incorporate both mainstream and flexible delivery models. The curriculum reflects the school’s vision statement and motto:

**Vision Statement**
We aim to provide a stimulating, quality education so that students of all ability levels are supported to reach their full potential within a caring and secure environment.

**School Motto**
“Nurturing Individual Success”

**Aims**
Students in the middle years have access to a comprehensive curriculum that ensures all students experience a broad general introduction to secondary education.

Students in the senior years have access to a wide range of subjects to prepare students for entry to university, other tertiary institutions or the workplace.

Flexibility in programs, delivery models and equity of access to curriculum supports students’ learning needs and prepares them for their desired future pathway.

Students of all ability levels have access to a curriculum that maximises engagement and achievement so they can reach their full potential.

Students of all ability levels are supported to develop their repertoire of skills in numeracy, literacy and use of learning and information communication technologies to prepare them for future success and life-long learning. Learning initiatives grow out of student needs, as identified by the data collected at Penola High School, the Site Improvement Plan and DECD.

Teaching Staff are responsible for and encouraged to develop higher expectations of learners through inclusive, challenging pedagogies and relevant, rigorous learning tasks based on the curriculum frameworks of the Australian Curriculum, SACSA and SACE.

Teaching Staff are provided opportunity for Professional Learning to support curriculum development and common whole school approaches to learning.
**Middle Years Curriculum (SACSA and Australian Curriculum Courses 8 – 10)**

The Middle Years curriculum is based on the South Australian Curriculum Standards & Accountability Framework (SACSA) and the Australian Curriculum (AC). Each year all students are catered for across the eight Learning Areas listed below:

- The Arts
- Design and Technology
- English
- Health and Physical Education
- Languages (Japanese)
- Mathematics
- Science
- History/Geography/Civics & Citizenship

**Teaching and Learning Programs** Teaching and learning programs are developed in line with SACSA or the Australian Curriculum.

**Year 8**

Students at Year 8 undertake a set curriculum that enables them to participate in each of the 8 Learning Areas. From 2013 ICT will be taught within core subject areas and not as an individual learning area. Generally students at Year 8 are working toward Standard 4 (SACSA) in each of the Learning Areas. In 2013, for students in year 8, schools will report against Australian Curriculum Achievement Standards in Mathematics, Science, English and History and against the SACSA standards and outcomes in all other learning areas. Students’ achievement is assessed against the relevant standard unless a modified program has been developed. Teachers are required to report using A-E grades or word equivalents.

**Year 9**

Students at Year 9 undertake a set curriculum that enables access to each of the 8 Learning Areas. Japanese is a choice subject at Year 9. Year 9 students are required to maintain a core curriculum which involves a full year study of English, Mathematics, Science and SOSE (AC History, SACSA Geography and Civics). They are then able to make some choices in regard to subjects in the Learning Areas for The Arts, Design & Technology, Home Economics and Languages. From 2013 ICT will be taught within core subject areas and not as an individual learning area. The Year 9 Initiative, self directed study, occurs over a one week period at the beginning of Term 3. Generally students at Year 9 are working toward Standard 5 (SACSA) in each of the Learning Areas. Students’ achievement is assessed against Standard 5 unless a modified program has been developed. DECD timelines for schools to begin reporting against other Australian Curriculum learning areas, and specifically at year 9, will be progressively developed as the Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum development process continues.

**Year 10**

Students at Year 10 are encouraged to maintain a core curriculum that involves Mathematics, Science, History and English. Students are then able to make choices in regard to subjects in each of the remaining Learning Areas along with a range of SACE options, including the PLP. Generally students at Year 10 are working toward Standard 5 (SACSA) in each of the Learning Areas. Students’ achievement is assessed against Standard 5 unless a modified program has been developed or they are enrolled in a SACE course. DECD timelines for schools to begin reporting against other Australian Curriculum learning areas, and specifically at Year 10, will be progressively developed as the Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum development process continues.
The Australian Curriculum Capabilities and Cross-Curriculum Perspectives:

General capabilities are a key dimension of the Australian Curriculum. They encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens. The Australian Curriculum specifically covers the following general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Ethical Behaviour
- Personal and Social Competence
- Intercultural Understanding

Through the Cross-Curriculum perspectives The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation. The Australian Curriculum aims to be both relevant to the lives of students and to address the contemporary issues they face. With this and the education goals of the Melbourne Declaration in mind, the curriculum gives special attention to three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

For further information refer to the SACSA or Australian Curriculum websites / Coordinator: Teaching and Learning or the Curriculum Booklet.

Students with Identified Learning Needs and/or Disabilities

Students with Identified Learning Needs are supported to access mainstream curriculum in line with DECD policy.

DECD and the Australian Curriculum:

Reporting against the achievement standards for students with disability**

In the case of students with disability, schools should negotiate both the student’s learning program and appropriate reporting arrangements with the student and their parents/carers. These will be documented in the student’s learning plan, *E.g.* NEP.

Reporting options will include the following:

- Some students with disability require accommodations to support them to access the curriculum and demonstrate achievement. These students will be allocated A – E grades or word equivalents against the achievement standards of the year level in which they are placed.
- For some students with disability, in identified learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed. A–E grades or word equivalents would then be allocated against the relevant year level achievement standard. The relevant achievement standard should be noted in the report. This is a change from the NEP assessment and reporting arrangements used in relation to SACSA two-yearly standards.
- For students with significant intellectual disability and for those with significant coexisting conditions, achievement should be reported against the curriculum and learning goals described in the student’s learning plan, *E.g.* NEP.
Students with disability: the concept of disability has been widely defined by legislation to include all children and students with a disability. This is regardless of eligibility under specific systemic targeted programs such as the DECD Disability Support Program. The Australian Government Disability Discrimination Act (1992) and the Disability Standards for Education (2005) require schools to make reasonable adjustments for the broad range of students.

**Differentiated Curriculum / Modified Programs (Intervention and Extension)**

Students may be placed on a modified program for a variety of reasons. Modified programs are individually tailored to meet the needs of individual students in a more effective manner than the program for the rest of the class. Modified programmes must be negotiated with the Coordinator: Learning Support before implementation and parents must be consulted before any change is made to the teaching and learning program. Modified programs must identify the standard against which the student will be assessed if this is different to the standard for the year level in which the child is enrolled. Students’ achievement will be assessed in terms of the modified program (see above for verification).

**EALD – English as an Additional Language or Dialect**

The objectives of the Australian Curriculum are ultimately the same for all students. However, EAL/D learners must reach these objectives while simultaneously learning a new language and learning content and skills through that new language. They require additional time and support, along with informed teaching which explicitly addresses their language needs. The Australian Curriculum: English does not describe either the process of language development as it occurs for EAL/D learners, or pay attention to the parts of language that second language learners find challenging. This is now addressed through a national EAL/D document which will support the curriculum in each learning area by describing how language proficiency develops. It will allow all teachers to identify the language levels of the EAL/D learners and to pay attention to their specific learning requirements when teaching the learning area. This will ensure equity of access to the language and learning of each curriculum for all learners.

For further information please refer to the Coordinator: Learning Support, State-wide Verification and Professional Support Team or the Special Education and Resource Unit.

**Senior Years Curriculum (SACE Courses 10-12)**

The curriculum is accredited for the South Australian Certificate of Education. Each year all students are catered for across the Learning Areas listed below:

- Arts
- Business, Enterprise and technology
- Cross-disciplinary
- English, EALD and Literacy
- Health and Physical Education
- PLP
- Research Project
- Humanities and Social Sciences
- Languages
- Mathematics and Numeracy
- Sciences

Flexible Learning opportunities are made available to meet individual student needs.

**Year 10**

Students at Year 10 begin their SACE studies. The Personal Learning Plan is a requirement for study at Year 10. There are some Stage 1 options available for students in a range of Learning Areas. Greater flexibility is available to students with opportunities to begin Vocational Education Training (VET). Australian School Based Apprenticeships (ASBA) can be brokered for individual students.

**Year 11 – Stage 1**

Students at Year 11 study a minimum of 6 subjects in each semester. Year 11 students are able to access mainstream and flexible curriculum options. Australian School Based Apprenticeships (ASBA) can be
brokered for individual students. Students choose Stage 1 subjects from a variety of learning areas that ensure students meet the literacy and numeracy requirements for achieving the South Australian Certificate of Education. Students will undertake the Research Project in Semester 2.

Year 12 – Stage 2
Year 12 students select a course of study that meets their individual needs and supports their chosen tertiary or vocational pathway. Students are supported to achieve their SACE upon completion of Year 12 or may choose to study at Stage 2 over a two year period. Stage 2 subjects include face to face, Local Delivery (via the Wattle Range Education Network) and Open Access models. Students at Stage 2 may continue their study of VET or an ASBA. Students undertaking SACE must complete the Research Project.

For further information refer to the SACE website / Deputy Principal or the Curriculum Booklet.

Vocational Education and Training (VET)
VET programs delivered at Penola High School are developed in line with TAFE and Industry requirements. VET programs are coordinated by the VET Coordinator. Several courses are delivered at various sites across the region. Students in Years 10, 11 and 12 may apply to undertake VET courses offered by both Penola High School and other sites. A refundable deposit of $150.00 will be required for each VET course in which a student enrols. The deposit is required to secure placement in the course. This deposit will be refunded to students who fully participate in the VET program; withdrawal from or failure of a student to fully participate in the VET program will result in forfeit of the deposit. Students may not enrol in more than two VET programs in any school year. Students who enrol in Certificate 3 courses will be required to pay for 20% of course costs delivered by non-school staff.

Australian School Based Apprenticeships (ASBA)
Students in Years 10, 11 and 12 have the opportunity to participate in an Australian School Based Apprenticeship (ASBA). This involves part-time school, work and training modules. Students undertaking an ASBA need to work independently to ensure they meet the requirements of their school based subjects in addition to their ASBA requirements. Teachers will provide students with work missed and a mentor will support the students to develop the appropriate skills to manage their time effectively.

For more information refer to the VET Coordinator and/or an Apprenticeship Broker from the Trade School.

WREN – Local Delivery
There are some curriculum options that may be available within our local cluster of schools (Millicent High School, Penola High School, Lucindale Area School and Kangaroo Inn Area School).
Local delivery involves:
• participation in a weekly face-to-face lesson, conference calls and Internet delivery. This provides a mix of interactions between students as well as with the teacher.
• specialised course booklets and materials, written instructions and guidelines designed for local delivery.
• support materials for courses, including CDs, videos, audiotapes and kits. face to face workshops in some curriculum areas.

Open Access
Curriculum options will be sought through Open Access College if the combination of student choice and available staffing does not permit a course to be offered face to face. Prior to Open Access being offered all other possibilities must be exhausted including combined classes and local delivery. Open Access involves:
• participation in weekly telephone lessons, usually with a small number of other students in a conference call, Internet delivery or videoconference. This provides interaction between students and the teacher.
- specialised course booklets and materials, written instructions and guidelines designed for distance education.
- custom designed support materials for courses, including CDs, videos, audiotapes and kits.
- face to face teaching through workshops or camps in some curriculum areas.

Students studying via Open Access (in Years 8-11) will be charged a materials fee for each subject.

For further information refer to the Deputy Principal or the Curriculum Booklet.

Co-curricular Activities – Camps and Excursions

No student is to be disadvantaged or denied access to curriculum due to the cost of excursions/camps. Excursions/camps are to be complementary to curriculum (not essential to meeting the course requirements). In the case where an excursion/camp is linked to course requirements provisions will be put in place to ensure equity of access. (Refer to the DECS Equity Statement).

Timetable Development

In the development of the timetable student options will be considered in line with availability of staff. As a general rule Stage 1 and 2 subjects will require a minimum of 5 student enrolments and an available staff member with the appropriate skills in order to be offered face to face. In the case where fewer than 5 enrolments exist and an available staff member with the appropriate skills is available options to combine classes (either similar classes at Stage 2 e.g. Arts Practical and Visual Arts Studies or classes within the same course at Stage 1 and 2 e.g. Stage 1 Health Education and Stage 2 Health Education) will be investigated. The subject selections undertaken in the Course Counselling process do not guarantee subjects will be available for study in the following school year. Availability of subjects is determined by student choice and available staffing.

New Subjects

New subjects can be introduced through the following process: the Curriculum Committee will seek proposals for new courses to be offered in the following year during Term 2. Subject Proposals are submitted on the proforma provided, considered and approved by the Curriculum Committee.

Curriculum Committee

The Curriculum Committee operates as a sub-committee of the Governing Council. The committee is comprised of the Deputy Principal and a minimum of one representative for each of the following groups: staff, Governing Council, SRC.

Staff Responsibilities

Professional Learning

The Australian Curriculum is designed to be taught within the overall teaching time and resources available to teachers and students. The Leadership team will determine the time and resource allocations for the delivery of the curriculum. The Principal in consultation with leadership or individual staff members will provide any required whole school or individual Professional Learning.

Use of the “The TfEL Framework” and “Learning Design Cycle” in Australian Curriculum Planning

Teaching for Effective Learning (TfEL) has been developed to support the development of professional learning communities. The first domain supports leaders and teachers to:

- understand how self and others learn
- develop deep pedagogical and content knowledge
- participate in professional learning communities and networks
- engage with the community
- discuss educational purpose and policy
- plan and organise for teaching and learning.
Learning Design is a process for, and a way of thinking about teaching and learning that brings together the Australian Curriculum (the what), and the SA TfEL (the how) for improved learner engagement and achievement.

**Teaching and Learning Programs**

Teachers are required to document their teaching and assessment using Course Overviews, Unit Plans for SACSA courses and the Australian Curriculum. They are required to use Learning and Assessment Plans for SACE (refer to Related Policies / Documents section below). These are stored electronically in the Staff Drive, teaching staff must provide a hard copy for each course they teach to their Line Managers for approval. These are then forwarded to the Coordinator: Teaching & Learning. Learning programs are designed to incorporate and address literacy demands, numeracy demands and learning and information communication technologies for each learning area and year level. For the Australian Curriculum each overview must also address the use of content descriptors, the capabilities and cross-curriculum perspectives.

**Differentiated Curriculum/Modified Programs (Intervention and Extension)**

Teachers are to ensure teaching programs are modified or differentiated to meet the needs of individual students in line with the requirements for Negotiated Education Plans, Individual Education Plans, Individual Learning Plans, Students with High Intellectual Potential and other identified learning needs. Teachers must inform the Coordinator: Learning Support of all modification via the Modified program form prior to implementing any changes to the teaching and learning program. Teachers must then inform parents of all modifications and the impact of these modifications upon students’ future pathways. Coordinator: Learning Support is responsible for supporting teachers in the development of modified programs and ensuring appropriate support is provided to students with identified learning needs.

**Assessment**

Over the next few years, the Australian Curriculum achievement standards will become the reference point for assessment and reporting on learning areas. This means that, instead of assessing students’ learning, and reporting on their progress using the SACSA standards and outcomes, teachers will use the Australian Curriculum achievement standards for assessment and reporting.

The phased development of the Australian Curriculum over several years will result in gradual changes to curriculum, assessment and reporting. Guidelines and policies will be updated as new learning areas are implemented and assessment and reporting practices using the achievement standards are reviewed and refined.

During this transition period, teachers will continue to assess and report using SACSA in some learning areas or in cases of a modified program will assess according the above guidelines.

Students’ achievement in the Senior Years will be assessed against the Performance Standards for the SACE course in which the student is enrolled.

*(For further details refer to the DECD Reporting and Assessment Policy).*

**Vocational Education and Training (VET)**

Teachers are responsible for ensuring the currency of their TAFE qualifications, appropriate delivery and assessment of VET Courses for which they are responsible.
Australian School Based Apprenticeships (ASBA)

*VET Manager* works in liaison with appropriate personnel to support interested students in obtaining an ASBA. Teachers are responsible for supporting students to access their school based curriculum in a flexible manner. *Year Level Organisers / Home Group Teachers* are responsible for arranging appropriate support/mentoring to assist students undertaking an ASBA to successfully manage their school based curriculum. *Deputy Principal* is responsible for re-counselling and enrolling students in an appropriate school based program.

**WREN – Local Delivery**

Principal liaises with the WREN Management Team to explore and secure curriculum offerings via local delivery. Teachers delivering via WREN develop programs using multimodal delivery to support students to access the curriculum through a combination of online and face to face lessons. A school based support person is identified for each WREN course in which students at Penola High School are enrolled. This person is responsible for liaising with the teacher delivering the course and supporting students to meet their course requirements.

**Open Access**

*Deputy Principal* manages enrolment in Open Access courses. *Year Level Organisers* and the *Deputy Principal* work in collaboration to support students’ participation in Open Access Courses.

**Co-curricular Activities – Camps and Excursions**

Teachers liaise with the Finance Officer to ensure equity of access for students participating in camps/excursions.

**Course Counselling**

The Deputy Principal is responsible for managing the Course Counselling process in Term 3 of each year. Year Level Organisers support the management of the Course Counselling process for their year level, including coordination of guest speakers and relevant information sessions for students. Home Group Teachers deliver the Careers / Future Pathways topic for their class during OK for Life in preparation for Course Counselling. Home Group Teachers are to ensure each student in their home group receives appropriate counselling in relation to their subject selections for the following year.

*(For more information refer to the Course Counselling Timeline.)*
Students

**School Based Programs**
Students enrolled in Penola High School are required to actively participate in their learning programs and meet course requirements in line with SACSA, Australian Curriculum and/or SACE. During participation in all school based programs students are expected to adhere to the School Behaviour Code as outlined in the Student Management Policy. Students must also adhere to requirements for deadlines and plagiarism in line with school and SACE Policy. ASBA students are required to demonstrate independence in their approach to their school based program. They must be organised and self directed in their learning, seeking support as required from teachers and support staff.

**Flexible Options**
Students undertaking VET, Open Access, Local Delivery and ASBA programs are required to fully participate in the program for which they are enrolled. Full participation involves punctual attendance at all scheduled lessons and activities; notifying the facilitator of any unavoidable absences from the program; catching up on any work missed due to unavoidable absences; completion of all course/program requirements to the best of the individual’s ability. Failure to fully participate in a program may result in withdrawal from the program. Students participating in flexible options must take responsibility for ensuring they continue to meet the requirements of school based courses for which they are enrolled. This may include using allocated study time to catch-up on work missed and demonstrating independence in seeking assistance from teaching and support staff. Students participating in programs off campus are still required to uphold the School Behaviour Code as outlined in the Student Management Policy.

**Review Date**
The Curriculum Policy will be tabled for discussion at one Curriculum Meeting each year. If, as a result, amendments are agreed upon, these shall be published for discussion by the school community, before formal adoption. The Curriculum Policy will be formally reviewed in 2014.
Related Policies/Documents

Australian Curriculum Website
   http://www.australiancurriculum.edu.au

ACARA – Australian Curriculum Assessment and Reporting Authority
   http://www.acara.edu.au

Curriculum Booklet

Course Counselling Timeline

Course Overviews
   Staff Drive> T:\Course Overviews

Data Schedule
   Staff Drive>T:\Literacy Folder

Equity Statement

Gifted and Talented Children and Students Policy

“Learning Design Cycle” – Government of SA DECD
   Australian Curriculum Draft Leaders’ Handbook R-10

Literacy and Numeracy Intervention Program Document
   Staff Drive>T:\Literacy Folder

Modified Program
   Curriculum Drive> T:\Forms

Reporting and Assessment Policy

SACE
   http://www.sace.au/

SACSA Framework
   http://www.sacsa.sa.edu.au

Students with Disabilities Policy

Special Education and Resource Unit

State-wide Verification and Professional Support Team

Student Management Policy

Strategic Learning Philosophy
   Staff Drive>T:\Literacy Folder

TfEL Website:
   http://www.learningtolearn.sa.edu.au/tfel

Unit Plans
   Staff Drive> T:\Unit Plans