



CURRICULUM FRAMEWORK OUTLINE

Note: This document contains extracts from a more detailed curriculum, assessment and reporting policy statement prepared by this secondary school. These extracts are provided as contextual information to support viewing the examples of the four interrelated layers within whole-school curriculum planning.

This school aims to provide a dynamic learning culture that promotes integrity, innovation and the individual. We aim for and value:

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

The school is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10.

The school has some unique offerings including:

- 26 places in our High Achiever Program, and entrance is based on a test and interview
- A Rugby Union Academy program
- an International Student's program
- our Endeavour program
- Choice Curriculum

The school has an excellent and growing music program, with a stage and concert bands and an ensemble. These bands perform at community events. There has been an increase in the interest in our Endeavour program, with a dedicated Exhibition of Learning festival. Community grants are being sought to extend the facilities, in particular, our Gym facilities.

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

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

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on course design principles
- peer review occurs 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
- a guaranteed and viable curriculum based on the Victorian Curriculum F-10.

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Year 7	Year 8 *	Year 9 **	Year 10	VCE
English (8)	English (8)	English (8)	English (8)	One English
Maths (8)	Maths (8)	Maths (8)	Maths (8)	Choice
Science (5)	Choice (8)	Choice (8)	Choice (8)	Choice
Humanities (5)	Choice (8)	Choice (8)	Choice (8)	Choice
Endeavour (4)	Choice (8)	Choice (8)	Choice (8)	Choice
Choice (4)	Choice (8)	Choice (8)	Choice (8)	Choice (Year 11)
PA/ Music (4)	Gateway (2)	Gateway (2)	(Gateway 2)	Gateway (Year 11)
Vis Com/Art (4)				
HPE (6)				
Gateway (2)				

*= Must complete one semester of Science
Each period is 1 hour in time.

**= Must complete one semester of Science and one semester of Health

At Fountain Gate Secondary College students empowered to undertake an Individualised Learning Program that may depart from the Victorian Curriculum F-10 and Reporting guidelines. This learning program is called a **Personalised Learning Plan** and must be approved by a parent or carer, each student and the College Principal.