



Trafalgar High School

CURRICULUM POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Trafalgar High School on (03) 5633 1733

RATIONALE

Trafalgar High School endeavours to provide enriching educational experiences that allow students to gain proficiency and confidence in their skills. The school ensures subjects are explored in sufficient depth and breadth to foster students' engagement and cultivate life-long learning. The Victorian Curriculum and Assessment Authority (VCAA) guides the curriculum program at Trafalgar High School: Years 7-10 follow the Victorian Curriculum F-10 and the senior years follow the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

AIMS

- To enable teachers to work collaboratively to design units of work that build students' skills in accordance with curriculum standards
- To facilitate consistency in teachers' assessment of student work against the curriculum standards
- To empower students and parents in understanding the skills required to meet curriculum standards in each subject and year level

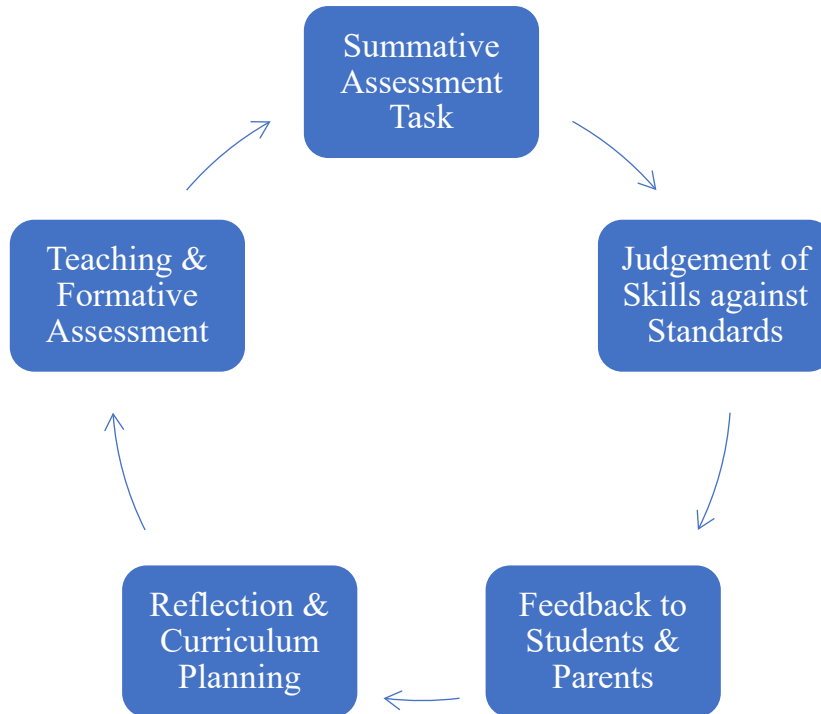
IMPLEMENTATION

Trafalgar High School uses an ongoing cycle of curriculum planning, teaching, assessing, analysing and reporting to meet students' learning needs:



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KLDs collaborate in year-level teams to plan units of work. The curriculum standards guide the skills and content taught over the unit, but teachers modify tasks as appropriate to meet students' learning needs. Assessment criteria or rubrics accompany summative assessment tasks, enabling students to understand academic expectations. KLD teams create Curriculum Maps at the commencement of each semester that document units of work and provide time frames for delivery and assessment.

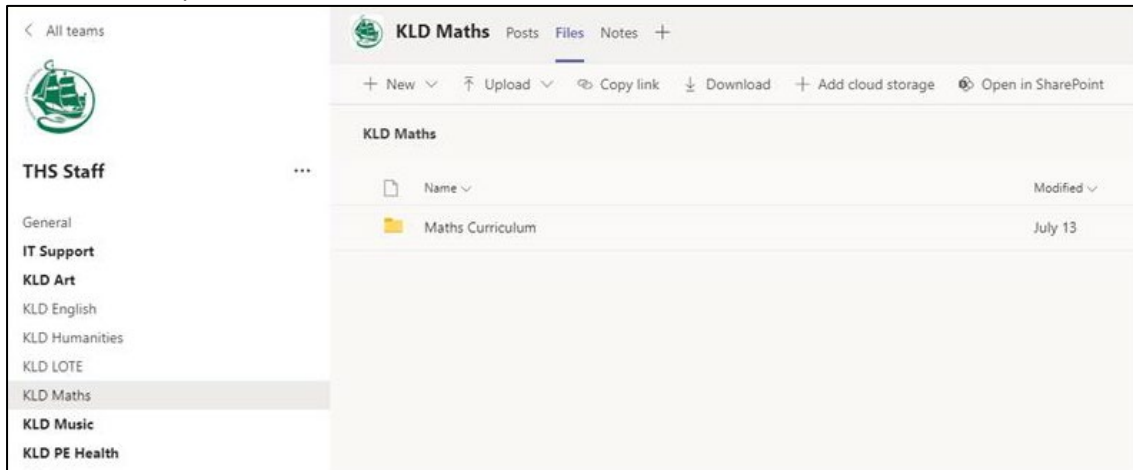
Curriculum Map sample:



CURRICULUM POLICY

| CURRICULUM MAP - VISUAL COMMUNICATION DESIGN | | TOPIC STRUCTURE - VISUAL COMMUNICATION DESIGN | |
|--|---|---|---|
| YEAR LEVEL: 9 TOPIC: Communication Design TIME FRAME: 18 Lessons TEACHERS: CSE, AGI | FORMATIVE ASSESSMENT (TASKS) Design Elements and Principles Task Graphic Designer/Illustrator Research Task Deck for Change/Comic Book Design Process Deck for Change/Comic Book Final Presentation | TIME FRAME (Week/s) | SUB-TOPIC / TASKS |
| SUMMATIVE ASSESSMENT (CATS) Week/s: Week 6 (Term 1/3) - Communication Design Project | ACADEMIC VOCABULARY Key terms: Visual Communication Design Elements (line, tone, colour, shape, form, point, type, texture) Design Principles (contrast, pattern, hierarchy, figure-ground, balance, cropping, scale, proportion) Annotate Brief Target Audience Purpose Context Communication Need Visualisation Drawing Presentation Drawing Communication Design Graphic Designer Illustrator Media Methods Materials Refinement | 1 | Lesson 1 - Visual Communication Design and Design Elements/Principles Introduction. Begin Design Elements/Principles Task. Lesson 2 - Continue Design Elements/Principles Task. Lesson 3 - Final Presentation of Design Elements/Principles Task. |
| LEARNING INTENTIONS During this topic, students will: Know about the Design Field - Communication Design. Know about the role of a Graphic Designer or Illustrator. Understand the design elements and principles. Understand the design process and how to write a 'brief'. Be able to write a 'brief'. Be able to apply the design process. Be able to apply the design elements and principles to create and develop ideas. Be able to use digital programs such as Adobe Photoshop and Illustrator to produce a final presentation or digital mock-up. | PRIORITISED OUTCOMES VCAVCDE006 VCAVCDE007 VCAVC DV008 VCAVC DP009 VCAVC DR010 VCAVC DR011 | 2 | Lesson 1 - Vocab Introduction. Students choose Comic Book or Deck for Change Project and read through PPT. Lesson 2 - Begin research task and project research. Lesson 3 - Complete research task and project research. Brief is developed. |
| PRIORITISED OUTCOMES VCAVCDE006 VCAVCDE007 VCAVC DV008 VCAVC DP009 VCAVC DR010 VCAVC DR011 | MODIFICATION / EXTENSION Modification: Revised Graphic Designer/Illustrator Research Task Revised Deck for Change/Comic Book Design Process Revised Deck for Change/Comic Book Final Presentation Extension: Deck for Change Final Presentation Extension: Web page layout and presentation Comic Book Design Process Extension: Development of storyboard layout | 3 | Lesson 1 - Generate visualisations and annotations. Lesson 2 - Continue with visualisations and annotations. Lesson 3 - Concept refinements and annotations. |
| | | 4 | Lesson 1 - Introduction into digital applications and processes. Digital mock-up production. Lesson 2 - Continue working on Digital mock-up. Lesson 3 - Final Presentation of Digital mock-up. |
| | | 5 | Lesson 1 - Introduction to stencil process and alternative methods/media. Production of 3D mock-up. Lesson 2 - Continue Production of 3D mock-up. Lesson 3 - Continue Production of 3D mock-up. |
| | | 6 | Lesson 1 - Continue Production of 3D mock-up. Lesson 2 - Final Presentation of 3D mock-up. Lesson 3 - Final Presentation of 3D mock-up. |
| | | CAT 1 Due | |
| | | 7 | |
| | | 8 | |
| | | 9 | |
| | | 10 | |

Curriculum Maps can be accessed in Microsoft Teams.



Following the completion of a summative assessment task, teachers judge the work against the curriculum standards, cross-marking and accessing relevant professional development were required. Feedback is provided to students via Compass within two weeks of the summative assessment task's due date. See Reporting Policy for more information.



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Trafalgar High School's Curriculum Committee meets fortnightly to review and evaluate existing programs, proposed initiatives and modifications to curriculum, delivery, assessment, reporting, planning and processes. The Curriculum Committee is composed of an Assistant Principal, KLD Leaders and a student representative. Curriculum Committee members make decisions on behalf of staff – who communicate their thoughts to their leaders during KLD meetings – and students – who voice their opinions in Student Representative Council. The roles and responsibilities of members of the Curriculum Committee are outlined in the Constitution of Trafalgar High School's Curriculum Committee.

POLICY REVIEW AND APPROVAL

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|----------------------------|----------------|
| Policy last reviewed | September 2024 |
| Approved by | Principal |
| Next scheduled review date | September 2028 |

This policy was ratified at the School Council Meeting held at Trafalgar High School;

Date: 11/09/2024

Scheduled for review in: 4 years

Signed:
School Council President
Holly Perriam

Signed:
Principal
Brett Pedlow