

Rational

The rationale of a guaranteed and viable curriculum is included in our College Strategic Plan and AIP. Evidence of improved student outcomes using this practice is well documented by world educator Doctor Robert Marzano (2003) who in 2003 spoke of a 'guaranteed and viable curriculum' as having the highest school-level impact on student achievement. That is, each student is guaranteed to be taught what is imperative to teach, irrespective of the class they are in at a school, and that the curriculum can realistically be taught in the time available. Dr Marzano's comments have been echoed by numerous educational scholars such as John Hattie.

What does this mean at Mildura Secondary College?

'Guaranteed' means that all students, regardless of their teacher will have access to the same content, knowledge, and skills. While instruction may not be identical or scripted, teachers consistently and reliably address the same learning goals and hold the same high expectations for student achievement. This process is supported through the development of year level expectations, common assessments, or professional learning teams to provide appropriate opportunities for collaboration, calibration, and coordination of learning.

'Viable' means that the curriculum is realistic in scope and has made careful decisions to narrow the universe of knowledge into developmentally appropriate and challenging learning targets for the students to achieve. Our viable curriculum is documented and is reviewed by staff on a regular basis. The curriculum needs to have the dual aim of being accessible to students, and being reasonable for the teachers to teach to mastery, not just 'cover' content.

Documenting Curriculum

At Mildura Senior College curriculum is documented to support consistency across classes, implementation, quality assurance and to improve teaching and learning.

The purpose is that all courses at Mildura Senior College are consistently documented and filed. Online Curriculum through Moodle has minimum expectation of content for all subjects to support student learning.

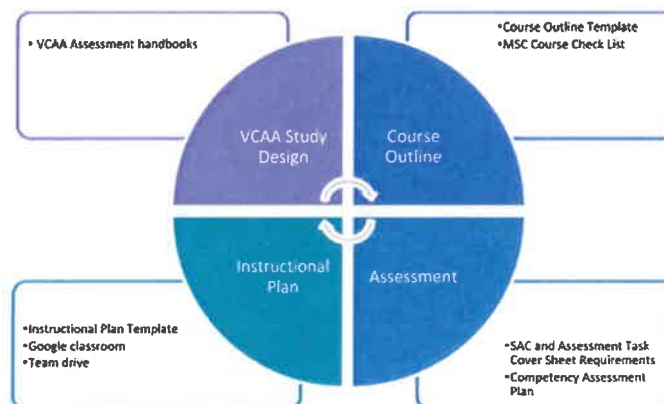
Internal Audit and VCAA Audits

The College has an implementation plan that includes the auditing of courses and practices. Courses may be internally audited by MSC Curriculum staff, as well as self-assessment by teachers and faculties. Support documents are supplied to assist in the assessment of course materials against the College and VCAA requirements.

The VCAA conducts sample audits each year. Staff are notified of these audits and supported by the Student Administration Leader, and the Curriculum and Learning Leader. These occur in 3 stages and can conclude at the end of each stage if all requirements are met.

What is documented:

The following outlines the areas included in the documented curriculum:



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Supporting Documents:

- MSC Curriculum Document
- Course Outline Templates
- SAC Cover Sheet Template
- Instruction Plan Template
- Moodle Guidelines
- VCAA Audit Guidelines

Outline Checklist

Stage 1: Course Outlines

✓	Included
	Course Outline Template is used
	All outcomes are listed as per the Study Design
	Assessment Column clearly lists all assessments (S/Ns and Graded/Scored Assessments)
	Unit 3 and 4 Assessment SAC formats options are listed correctly as per the Study Design (eg: Essay/Written Report)
	Unit 3 and 4 Marks are listed accurately as per the Study Design
	Unit 3 and 4 % of Study Score is listed accurately as per the Study Design
	Variety of assessments are used to assess outcomes / competencies / modules
	Assessment / Task due Date or Week in the Term is listed
	Exam is listed if required and % is listed
	Number of assessments / requirements are <i>reasonable</i> and reflect the Study Design outcome requirements
	Course work required for an S/N results support the demonstration of an outcome
	Students can clearly understand what is required of them to pass the Unit
Comments/Notes:	



Assessment Checklist

Stage 2: All Assessment Task Cover Sheets/Rubrics

SACs / SATs / Required Tasks reflect Course Outline:

- Format
- Final Marks allocated
- Task format and marks clearly align to Course Outline

SAC Title / Supplementary Task	Format	Assessment Cover Sheets/SAC Instructions Clear	Marks Allocated per Question/Selection clear
E.g. Unit 3 –Analysis	Essay	<ul style="list-style-type: none"> • Yes ✓ • No 	<ul style="list-style-type: none"> • Yes ✓ • No
		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Comments/Notes:			

Assessment Cover Sheet Checklist

SAC and Assessment Task Cover Sheets for all VCE Units should include the following:

- Title of the Assessment
- Length of Assessment e.g. 5 minutes Reading time 85 minutes writing time
- Score or Grade Allocation:
 - Yr12 – total out of total e.g. SAC out of 50
 - Yr11 - A+ - UG and out of total e.g. Total 50
- Conditions of Assessment e.g. Summary book allowed

This is not required to be a separate sheet but all elements are to be included on the title/cover page.

Example on next page.

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MILDURA SENIOR COLLEGE 2019

STUDENT NAME: _____

TEACHER NAME: _____

VCE UNIT 3: **SUBJECT NAME**
SAC: **TOPIC NAME**

CONTRIBUTION TOWARDS UNIT 3/4 SAC SCORE: x%

Day Date 2019/Week 3 Term 3

Reading time: **time**

Writing time: **time**

QUESTION AND ANSWER BOOKLET

Section	Type of questions	Number of marks
A	e.g. Multiple choice	15
B	eg. Short Answer	25
		Total 40

Examination Conditions:

- Students are permitted to bring into the room: pens, pencils, highlighters, erasers, sharpeners, rulers, one bound reference (not the textbook), one approved graphics calculator or approved CAS calculator and, if desired, one scientific calculator. Calculator memory DOES NOT need to be cleared.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- Students should not write in red pen.

Materials supplied

- Question and answer booklet of 20 pages.
- Multiple Choice answer sheet
- Working space is provided throughout the book.

Instructions

- Circle your teacher's name in the space provided above on this page.
- Circle your teacher's name on the multiple choice answer sheet.
- Unless otherwise indicated, the diagrams in this book are not drawn to scale.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Declaration of Authentication:

I attest that this is genuinely my own work. I will not comment on or discuss this Assessment in any way with any other student until I am permitted to do so by my subject teacher. This will be when all students have completed the task. I understand that to do so would put me in breach of Mildura Senior College and VCAA rules, which could result in the maximum penalty of being withdrawn from the subject.

Print Name: _____ Signed: _____ Date: _____

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MSC HIGH QUALITY CURRICULUM DEVELOPMENT GUIDELINES

2.05

Course Checklist

Stage 3: Course Development

Item	Format	Evidence	Further Action
Example	Essay	<ul style="list-style-type: none"> • Yes ✓ • No 	<ul style="list-style-type: none"> • Yes • No ✓
Clear Assessment Tasks/SACs		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Examples of success Criteria		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Opportunities for feedback prior to SACs		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
SAC cover sheets		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Assessment Feedback (Assessment For/As/Of)		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Requirements to achieve a Satisfactory SAC result is clear & evident		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Redemption process / materials for Unsatisfactory SACs		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Extension Tasks		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Glossary		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Differentiated learning		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Learning Tasks to support learning Outcomes		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
A variety of Feedback		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Exam preparation*		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Documented		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Comments/Notes:			

Online Curriculum (google classroom)

Stage 4: Moodle/Google Classroom Content for each Subject should include the follow

Item	Evidence	Further Action
Example	<ul style="list-style-type: none"> • Yes ✓ • No 	<ul style="list-style-type: none"> • Yes • No ✓
Unit Overview	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome Explanations	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Course Outlines	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Glossary	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Practice Questions for Assessments	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Rubrics and or Success Criteria for each outcome	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
VCAL & VET		
Unit Overview	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome Explanations	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Course Outlines	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Exam Sample and or links to VCAA Exams	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No

Course Documentation (Team Drive)

Format of Drive as per:

Level	VCE	VET	VCAL
1	Professional Learning Team (PLT)	Professional Learning Team (PLT)	Professional Learning Team (PLT)
2	Subject	Subject	Subject
3	Unit (1 – 4)	Year Level (11 -12)	Level (Foundation, Intermediate, Senior)
4	Outcome	Competency	Topic / Project



MSC HIGH QUALITY CURRICULUM DEVELOPMENT GUIDELINES

2.05

Item	Evidence	Further Action
Example	<ul style="list-style-type: none"> • Yes ✓ • No 	<ul style="list-style-type: none"> • Yes • No ✓
Format of Drive contents as per Team Drive Format (refer to above table)	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome content navigable	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome/Competency/Topic teaching and learning resources	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome/Competency/Topic Assessment extension/ differentiated material	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome/Competency/Topic Assessment revision material	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome/Competency/Topic Assessments	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No
Outcome/Competency/Topic Assessment marking schedule	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No

Review and Evaluation

<i>Ratified by:</i>	<i>School Improvement Team</i>	<i>Ratified date:</i>	<i>16.09.2019</i>
<i>Document Owner:</i>	<i>Assistant Principal (Curriculum)</i>	<i>Reviewed date:</i>	<i>16.09.2019</i>
<i>S:\Admin\Policy Docs\Policy Register\2.05 MSC High Quality Curriculum Development Guidelines</i>		<i>Review Cycle:</i>	<i>3 years</i>
<i>Principal Approval:</i>	