

Curriculum Review Committee Meeting

Cummins Library, 20/5/2014

Present: Julie Crettenden, Val Slater, Cathy Sandland, Kirrily Dingwall, Petrea Glover, Lisa Richardson, Jane Clements, Teleah Wilson, Cathy Ryan, Suzie Millard, Michelle Mahoney.

Apologies: Sacheen Hopewell, Kathryn Barry-Secker, Mick Broad.

Meeting opened by Teleah at 5:40pm with a summary of the suggested process- a 9 step review system as a basis to work through a change to the curriculum.

Meeting to have 1 1/2 hour time limit.

Cathy Ryan's role explained– Australian Curriculum 'expert'.

1. Select the opportunity for Improvement

What is the opportunity for improvement we are considering? Why was this chosen?

What are we trying to achieve? What is our purpose for this improvement? How does it relate to our values/mission/vision?

- Appropriate subject choices/broad availability
- Integrated Curriculum – subjects, social/emotional well being
- Student Engagement and meeting the needs of the students
- Educational pathways important – tertiary and alternatives
- Student Retention
- Promoting powerful learners – academic stretch of all students
- Positive perception of school and curriculum.

Identification of key outcomes for students happened through brainstorming and collating information:

Each of the headings were developed after grouping the key outcomes and skills identified by each group member.

- 1) **Be a good Global Citizen** – humility, awareness of what is happening in the world, ethical, culturally aware, articulate with young and old, positively contribute to society,
- 2) **Literate** – spelling, communication skills, good communication
- 3) **Numerate** – including financial awareness (functional outcomes)
- 4) **Career Pathways** – IT savvy, tertiary options open, awareness of opportunities, knowledge about pathways
- 5) **Respectful** – compassion, respect, tolerance, self-respect, tolerance of others.
- 6) **Resilient** – resilient emotionally, flexible, resilient learners
- 7) **Positive Mental Health** – pride in who they are, positive about the future, confident, good self-esteem, self-aware.
- 8) **Critical and Creative Thinker** – flexible thinkers, critical thinkers, enterprising, independent thinkers, continuous learners, independent learners.
- 9) **Growth Mind Set** – academic potential achieved, proactive, be keen to extend themselves, great time management, able to reach potential, have confidence in their education.
- 10) **Positive perception of Cummins School and Learning**

What's included? What's excluded? What DECD Policies etc. do we need to consider?

Secondary Curriculum –

Documents covering Australian Curriculum requirements for years 8-10; DECD Education Staff Enterprise Agreement; Secondary teaching loads for CAS; Site Improvement Plan 2014-16 provided to meeting.

Curriculum Review includes the structure and process of teaching secondary students.

Suggested exclusions from elimination from the curriculum (though not from a process of review):

Ag Science

Physics/Chemistry/Biology

Math Studies

English Studies

Health/PE

ASBA

Humanities – History and Geography poorly accommodated in higher secondary years currently

Exclusions through external rules:

Child Protection curriculum – mandated to be taught but how it is taught is up to the school – not currently taught after year 9 in an explicit way.

SACE Guidelines – PLP

Research Project

Literacy and Numeracy requirements

Australian Curriculum – Yr 8 – supposed to have second language taught. (Teleah on working party looking at delivery of this subject area)

- Yr 8 design and technologies
- Yr 8 the arts – currently not well covered at Cummins
- Yr 8 - HASS
- Yr 8-10 English, Maths and Science, Health and PE, History

(see Australian Curriculum document for weekly teaching requirements)

Discussion on the opportunities that exist to integrate subjects– e.g. aspects of science/geography; English/drama; History/civics and citizenship;

Discussion on the difficulties of leaving different subjects out of the curriculum.

2. Select the Team

Who are the key stakeholders? Who should be involved in the improvement? In what capacity? At what stage(s) in the improvement process?

Team includes those that are at the meeting plus:

- Student involvement very necessary – Teleah will discuss with SRC

- Junior Secondary teacher representation – Val to raise at a staff meeting or via bulletin notice to get middle school representation.

Gender inequality on committee also noted

Staff on committee to report to teaching staff and get feedback for next meeting.

Governing Council to do the same with GC members.

Meeting Closed: 7:10pm

Next Meeting: 16th June, 5:30pm in Library.

(minute taker for May meeting– Petrea Glover)