



Nossal High School

Curriculum Framework Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Nossal High School on 03 8762 4600 or nossal.hs@education.vic.gov.au.

PURPOSE

- 1.1 This policy outlines Nossal High School's compliance with all Department of Education (DE) guidelines about curriculum instruction and requirements in Victorian schools.
- 1.2 This policy recognises and responds to diverse student needs when developing curriculum programs and plans.

SCOPE

- 2.1 The Nossal High School Curriculum Framework Policy applies to staff, students and parents/carers of Nossal High School and their responsibilities in complying with DE curriculum requirements according to Victorian Curriculum F-10, and the F-10 Revised Curriculum Planning and Reporting Guidelines and Victorian Curriculum and Assessment Authority (VCAA) guidelines at all times.
- 2.2 Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

POLICY

- 3.1 Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.
- 3.2 Our school recognises and responds to diverse student needs when developing its curriculum programs and curriculum plan.
- 3.3 Our school offers students individualised programs to cater to their academic strengths and abilities. It makes reasonable adjustments to ensure that students with disability are able to participate on the same basis as students without disability.
- 3.4 Each year the school will map out its curriculum offerings. This will be in the form of a Curriculum Plan (see Appendix A).
- 3.5 There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum F-10 will be implemented across Years 9 and 10 at our school, including explicit teaching of the Capabilities.
- 3.6 The DE places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas.
- 3.7 School curriculum programs are designed to enhance effective learning.
- 3.8 Preparing young people for the transition from school into further education and careers is a critical element in the NHS Years 9-12 program.
- 3.9 Teaching and learning programs will be resourced through Program Budgets.

RESPONSIBILITIES

Compliance and monitoring

- 4.1 The Director of Curriculum and Pedagogy will chair the NHS Curriculum Committee and lead the implementation and review of the NHS curriculum.
- 4.2 The NHS Curriculum Committee will be comprised of the Assistant Principal (Curriculum and Pedagogy), Director of Curriculum and Pedagogy, English Domain Leader, Maths Domain Leader, Science Domain Leader, Health and Physical Education Domain Leader, Arts and Technology Domain Leader, Humanities Domain Leader and Languages Domain Leader. Leading Teachers, and other relevant staff or students are invited to attend Curriculum Committee meetings as required.
- 4.3 The NHS Curriculum Committee will meet fortnightly during the school term on a Tuesday 1:20–2:20pm, with an understanding that in cases of work requiring more detailed discussion, this meeting time may be changed to 3.30-5.00pm.
- 4.4 In the event that a Domain Leader is unable to attend the meeting a domain representative may attend.
- 4.5 The NHS Curriculum Committee will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. To ensure such a broad provision the school will make some curriculum guarantees, allowing students to plan their pathways with confidence.
- 4.6 Domain Leaders will ensure accountability of domain staff in addressing the NHS Curriculum Framework Policy.
- 4.7 Input will be sought from the relevant staff and students in the curriculum area when determining programs for the following school year.
- 4.8 Minutes of each NHS Curriculum Committee meeting will be documented and uploaded to the Domain Leadership Team.
- 4.9 Domain Leaders will convey relevant items from each agenda to their domain staff via an agreed mechanism (typically by making a post to the relevant Staff Domain General Channel).

PROGRAM GUIDELINES

- 5.1 NHS will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- 5.2 NHS will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 5.3 Our school when developing its Curriculum Plan will provide 25 hours student instruction per week. To enhance student independence and efficacy, some of this instruction time will be student directed. (See [Appendix A](#)).
- 5.4 Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- 5.5 The Victorian Curriculum F-10 will be used as a framework for curriculum development and delivery at Years 9 and 10 in accordance with DE policy and guidelines.
- 5.6 To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced.
- 5.7 The DE requirements related to the teaching of Physical and Sports Education, Sexuality and Consent and Holocaust Education (Delivery Requirements), Languages and EAL will be implemented.
- 5.8 The use of Information and Communications Technology (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes. This will be achieved through the use of Microsoft Teams as a Learning and Teaching Platform, and via Digital Delivery Days (DDD) undertaken at least once per term.
- 5.9 Years 9 and 10 programs will continue to be developed within the framework for 21st Century Learning, with a special emphasis on leadership, teamwork, collaboration, cooperation and the use of online workspaces. (See [Appendix B](#)).
- 5.10 When counselling students in the selection of their subjects, the school will follow a publicised process which includes:
 - 5.10.1 the provision of a detailed description of each subject and of clear guidelines for progression (see Appendix C) to inform student choice
 - 5.10.2 the provision of clear guidelines regarding acceleration within the school (see Appendix D) and into the Centre for Higher Education Studies (CHES) (see Appendix E) where appropriate

- 5.10.3 the requirement that each student in Years 9 and 10 should attend a course confirmation interview with a parent/carer. Year 11 students are invited to attend, but not required to do so
- 5.10.4 the confirmation of courses by mid-November. *(NB: Should a given course not be possible due to timetable or staffing constraints, further individual counselling with the school's Director of VCE and Pathways will be provided).*
- 5.10.5 Curriculum leaders will be required to review their policy statements annually and prepare a comprehensive annual program budget and submit these to School Council.
- 5.11 The Curriculum Leaders of the Executive Team will meet to track whole school data and identify potential curriculum areas that require focus. Data analysed will include; but is not limited to eduTEST/ACER data gathered at Year 8 and Year 11, NAPLAN data, On Track data, Post Compulsory Completion and Achievement Information, data from the VCE Data Service and VCE Examination Results Service, school based testing, data from school reports, and teacher judgments based on learning outcomes in the Victorian Curriculum F-10.
- 5.12 Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DE, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and sections will be included in the Staff Handbook
- Policies Channel of Staff of Nossal HS on MS Teams
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL) and resources:

- [Curriculum Programs Foundation to 10](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Languages Education](#)
- [Physical and Sport Education — Delivery Requirements](#)
- [Holocaust Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)
- [Virtual School Victoria](#)
- [VCAA](#)
- [Victorian School of Languages](#)

This policy should be read alongside:

- Statement of Values and School Philosophy
- Senior Subject Handbook
- Acceleration guidelines
- Digital Learning Policy
- Homework Policy
- Mathematics Pathways Policy
- Advice Sheet: Reporting at NHS

APPENDICES:

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan
- Appendix B: Guiding Principles
- Appendix C: Guidelines for academic progression
- Appendix D: Guidelines for acceleration within the school
- Appendix E: Higher Education Studies

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	School Council – Curriculum Committee
Endorsed by	Acting Principal, Tracey Mackin
Next review date	May 2027

APPENDIX A – CURRICULUM PLAN

YEARS 9 - 10

Year 9		Year 10	
Domain	Minutes per week	Domain	Minimum minutes per week
English	210	English	210
Mathematics	180	Mathematics	210
Humanities	180	Humanities	180
Science	180	Science*	90
PE/Health	180	PE/Health*	110
Languages	180	Languages	180
Art/Technology/Music	90	Arts/Technology*	90
Digital Technology	60	Tutorial/NT	120
Choral	60	Study	180-360
Tutorial/NT/9Time	210		
TOTAL	1500 based on normal elective load	TOTAL	1500 based on normal elective load

The curriculum is based on the Victorian Curriculum F-10. The timetable is structured on a fortnightly basis.

Note that in the table above, each of the core subjects are assumed to have periods of 60 minutes. In practice, some of these periods may be timetabled on a Monday, which has 50-minute periods. Thus, any given subject may lose up to 10 minutes per week from these totals. For the same reason, the sum of the figures in the table is 1560 in each case, but 60 minutes per week is lost across the whole curriculum due to Monday's 6 x 50-minute periods (see [The School Day](#) below).

*Note: Science, Health/PE and Arts/Technology are semester-based subjects and minimum minutes per week is based across the whole year.

Whole School Structure

The timetable is run on a two-week rotation (Week A and Week B). On Tuesday, Wednesday, Thursday and Friday, lessons will be one hour in length. Monday will have 50-minute periods.

The school day finishes at 3:20pm every day, except Wednesday when the finish time is 1:20pm. Each week in the rotation is identical.

The School Day:

On Tuesday, Wednesday, Thursday and Friday, lessons will be one hour in length. Mondays will have 50-minute periods.

	Tutorial	Period One	Period Two	Period Three	Period Four	Period Five	Period Six
Monday	8.48 – 8.59am	9.00 – 9.49am	9.50 – 10.39am	11.00 – 11.49am	11.50 – 12.40	1.40 – 2.29 pm	2.30 – 3.20 pm

	Tutorial	Period One	Period Two	Period Three	Period Four	Period Five
Tuesday	8.48am-8.59am	9.00am-9.59am	10.00-10.59am	11.20am-12.19pm	12.20pm-1.20pm	2.20pm-3.20pm
Wednesday	8.48am-8.59am	9.00am-9.59am	10.00-10.59am	11.20am-12.19pm	12.20pm-1.20pm	No Classes (Finish at 1.20pm)
Thursday	8.48am-8.59am	9.00am-9.59am	10.00-10.59am	11.20am-12.19pm	12.20pm-1.20pm	2.20pm-3.20pm
Friday	8.48am-8.59am	9.00am-9.59am	10.00-10.59am	11.20am-12.19pm	12.20pm-1.20pm	2.20pm-3.20pm

Year 9

Year 9 students undertake a combination of core subjects and elective subjects throughout the year.

All students are placed in a House group of 26 students, that they stay with for all their core subjects throughout the year. House grouping is determined by Language selection, where the Houses associated with each Language are rotated from year to year.

Core Subjects	Number of periods (per cycle)
Year 9 English	7
Year 9 Maths	7
Year 9 Humanities	6
Year 9 Science	6
Year 9 Health and PE	6
Year 9 Digital Technology	2
Year 9 Choral	2
9Time	3
Nossal Time	2

Language classes are all allocated 6 periods a fortnight for the entire year. Students select their language when they enrol at Nossal. Some students elect to continue to study a language other than French or Japanese through VSL.

Languages Offered	
French	Japanese

Electives change each semester. These are mainly focused on the Arts/Technology domain and are determined once the staffing of the timetable is completed. Students select these subjects prior to, or on, Orientation Day in December. The year level is split into two halves (either 1,2,3,4 and 5,6,7,8 or Garuda/Pegasus and Griffin/Phoenix) and electives are blocked together for each half of the year. Two elective blocks are offered to each half of the year and students select from these subjects.

Year 9 Elective Offerings
Year 9 Art
Year 9 Creative Design
Year 9 Dance
Year 9 Electronics
Year 9 Food Studies
Year 9 Music
Year 9 Photography
Year 9 Theatre Studies
Year 9 Visual Communication and Design

Senior studies at Nossal High School

A wide range of subjects are offered to students during the subject selection process at Nossal High School. Of these, only a subset actually run in any given year, based in the first instance on student demand, and on the need to provide all students with viable course pathways regardless of their preferred field of study. Further decisions are then made on the basis of staff availability and timetable constraints. A full list of the offerings available appears in the Senior School Handbook published annually. See the Senior Handbook for more information about subjects offered to students for study each year.

The subjects currently studied by students at Nossal High School appear below, along with an explanation of the constraints for subject selection at each year level.

Year 10

Students in Year 10 complete 6 subjects each semester. These are blocked with the Units 1/2 and Units 3/4 subjects to allow students to accelerate in one Units 1/2 subject. The majority of students elect to accelerate in one Units 1/2 subject in Year 10. A very small number do not choose to accelerate and students who meet the requirements of the acceleration policy ([Appendix D](#)) are allowed to accelerate in two Units 1/2 subjects, if they choose to. A very small number of students complete a Units 3/4 study in Year 10, usually in a language studied outside of Nossal High School or in other subjects based on a recommendation by the relevant teacher and in order to cater for individual pathways.

English, Maths, and Health and PE are compulsory for all students. All students completed Year 10 English, selecting from 4 year-long English subject options. Students were able to choose from Year 10 Maths and Units 1/2 Maths Methods for their Maths subject.

Students must choose one year-long Humanities subject in Year 10. If a student accelerates into Units 1/2 Philosophy, History, Legal Studies or Economics then they do not need to choose the Year 10 Humanities subject. If a student accelerates into Units 1/2 Accounting or Business Management, they are still required to undertake the Year 10 Humanities subject.

Students must choose one unit of Science. Students are allowed to choose Units 1/2 Biology or Psychology to satisfy the science requirements.

Students must choose one elective unit from the Arts and Technologies options for the year.

All classes at Year 10 have 6 periods allocated to them on the timetable except for English which has 7 periods per fortnight. Year 10 students have up a maximum of 11 study periods a fortnight to complete homework, attend assemblies, workshops and undertake individual study. Some study periods are allocated as workshops to allow staff to run targeted sessions on study techniques, career action plans or skills that students need to be successful.

Year 10 Subject list
English – Deceptions, Dreamtime and Devastation
English – Monsters and Magic
English – Truth and Lies
English – World Classics
Art and Photography
Dance
Design
Digital Technology
Electronics
Environmental and Outdoor Studies
Food Studies
French
Humanities
Japanese
Maths
Music Performance
PE and Health
Science – Design, Build, Deploy
Science – Energy & Taste
Science – Intro to Astronomy & Astrophysics
Science – Combating the Climate Crisis
Theatre Studies
Team Sports
Visual Communication Design

Year 11

Students in Year 11 complete 6 subjects each semester. These are blocked with the Year 10 and Units 3/4 subjects to allow students to accelerate in one VCE subject. The majority of students elect to continue accelerating in one Units 3/4 subject in Year 11. A very small number do not choose to accelerate. Students who meet the requirements of the acceleration policy ([Appendix D](#)) are allowed to accelerate in two Units 3/4 subjects, if they choose to.

All Units 1/2 subjects are allocated 7 periods of instruction, with 6 study periods allocated across the semester (by block). Students undertake independent study during this time.

Some students do five subjects at Nossal and an additional subject through the Victorian School of Languages or Virtual School Victoria. These students have additional study periods in their timetable to allow them to work on this subject. A staff member in charge of coordinating VSL within the school offers support to students enrolled in VSL courses, and there is a dedicated study space provided for their use as necessary. Distance Education students are supported by the Director of VCE and Pathways.

Students must select an English subject from English, English Language or Literature. This is the only compulsory subject at Year 11. All other subjects are chosen based on student interest and University prerequisites.

Units 1/2 Subject list
Accounting
Applied Computing
Biology
Business Management
Chemistry
EAL
Economics
English Language
English
Food Technology
French
General Maths
Health & Human Development
History - Modern
Japanese
Literature
Legal Studies
Maths Methods
Music Performance
Physical Education
Physics
Philosophy
Politics
Psychology
Specialist Maths
Theatre Studies
Visual Communication Design

Year 12

The majority of students in Year 12 complete five subjects each semester. These are blocked with the Year 10 and Units 1/2 subjects. A small number have already completed two Units 3/4 subjects and will complete four Units 3/4 subjects, with the additional time given as extra study periods.

All Units 3/4 subjects have 8 periods allocated across the period with a single teacher. Seven of these periods are for explicit teaching and one is an in-class study period where students are able to ask their teacher for help or use it as a private study lesson. These periods may also be used for year level assemblies or mentor meetings. These lessons can also be used for SACs through negotiation with the Director of VCE and Pathways.

Students must continue an English subject from English, English Language or Literature. This is the only compulsory subject at Year 12. All other subjects are chosen based on student interest and University prerequisites.

Units 3/4 Subject list
Accounting
Biology
Business Management
Chemistry
EAL
Economics
English Language
English
Food Technology
French
Politics
General Maths
Health & Human Development
History - Revolutions
Japanese
Literature
Legal Studies
Maths Methods
Music Performance
Physical Education
Physics
Philosophy
Psychology
Software Development
Specialist Maths
Systems Engineering
Visual Communication Design

APPENDIX B – GUIDING PRINCIPLES

ADULT LEARNING ENVIRONMENT:

NHS recognises that one of the characteristics of a gifted learner is that they “sustain concentration for lengthy periods and show outstanding responsibility and independence in classroom work.” Moreover, the work habits characteristic of “21st century skills” include “[p]erseverance, self-direction, planning, self-discipline, adaptability [and] initiative”. Finally, the curriculum at NHS is constructed to support the aims of a cohort of students whose focus is strongly academic and for whom a common aim is to progress to further studies in the adult learning environment of a premier university.

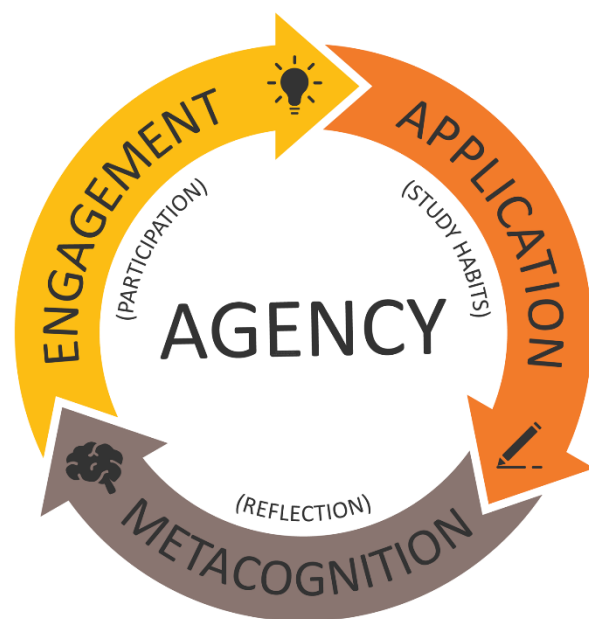
Nossal Learning Model

Adult learners are independent, proactive, and responsible for their own learning, with a strong sense of purpose, curiosity, and goal orientation. They seek support, reflect on their progress, and apply knowledge to real-world contexts.

To promote the achievement of the above vision of an adult learner, we encourage our staff and students to frame their learning and development around the Learning Model.

This model illustrates the key stages of the learning process and provides a common language for our community to:

- Plan their own learning or facilitate the learning of others
- Reflect on and discuss the stages of their learning and identify where they may need greater focus
- Assist staff and students in identifying their learner ‘attributes’ and how they relate to their academic success



Framework for 21st Century Learning:

At Nossal we constantly talk with students and parents about learning being more than just performing well on exams. Through our curriculum and co-curricular programs, we aim to develop students' talents and skills so that they achieve much more than just a high ATAR in their final year of school. Traditional, directed teaching and rote learning may yield high exam scores but it is not engaging, and our role is to develop young adults who can thrive in the world beyond secondary school, in their chosen tertiary pathway and in the world of work. We aim to help our students to develop 21st Century Learning Skills which include the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, conceptual synthesis
- Research practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic literacy, social-justice awareness, ethical literacy
- Economic literacy, financial literacy, entrepreneurialism
- Global and multicultural literacy, humanitarianism
- Scientific literacy, technical reasoning, using the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

We pursue this aim in a variety of ways through our curricular, co-curricular and assembly programs. Specific elements of our pedagogy and curriculum which support this aim include (but are not limited to) a commitment to:

1.Team teaching

Team teaching involves the timetabling of two classes into a single space with the aim of maximising the opportunities for differentiation and exposing students to a range of approaches to teaching and learning. In constructing the timetable, priority is given to ensuring that all Year 9 core subjects, a majority of Year 10 Maths classes, and as many other classes as is practicable, are team taught.

2.Guided Inquiry

Teachers in each of the domains of learning are strongly encouraged to incorporate inquiry-based activities into their Year 9 and Year 10 courses. Students should apply an inquiry model which leads them from an initial engagement with a “big question” or problem, through a refinement and research phase, and on to the communication and evaluation of their findings. Inquiry-based activities provide a structure within which students can develop their critical thinking skills, problem-solving approaches and research practices.

3.Explicit teaching of the Victorian Curriculum Capabilities

The Victorian Curriculum Capabilities are designed to extend students’ understanding and skills in the fields of ethics, critical and creative thinking, intercultural engagement, and personal and social management. Year 9 students are introduced to key concepts and skills associated with each capability during their “9 Time” program (see below). The material is then extended and applied in the context of their broader studies, which the staff in each domain of learning taking responsibility for integrating a different capability into their curriculum.

4.Digital Delivery and Online Access to Curriculum/Resources

Nossal High School is a strongly ICT focussed learning environment. Almost all students are involved in the school’s laptop program, and a large proportion of communication to and from students happens online. All students are able to access classroom and extension resources online through OneNote and MS Teams, at any time, and teachers utilise a range of ICT tools in the delivery of their curricula. A formal part of the school’s calendar is the “Digital Delivery” program, which manifests itself as a series of Digital Delivery Days. On these days, students undertake their learning entirely online, logging in to the school’s collaborative learning spaces from home and interacting with their teachers and peers electronically.

5.Access to Instrumental Music Lessons

Many Nossal students value the opportunity to develop their creativity, artistry and personal expression through music. The school extends its classroom music program through the provision of an extensive instrumental music program. Students undertake lessons with expert instructors in a wide range of musical instruments, and these students also contribute to one or more ensembles who perform several times throughout the year.

6.Choral studies (Year 9)

Significant research exists to support the positive impact of structured musical engagement on the wellbeing of individuals of all ages, and more specifically on an individuals’ sense of social inclusion. In line with this, the Year 9 program includes a weekly lesson in large group singing which serves to encourage group cohesion and provide students with an additional opportunity for personal expression.

7.Languages

In recognition of the vital importance of global and multicultural literacy and humanitarianism for 21st Century adults, and in line with the significant research which speaks to the value of learning multiple languages, all Nossal students are required to undertake studies in a language other than English for at least the first year of their studies at the school. Currently, students are offered a choice between French and Japanese, and their learning program is differentiated to cater for their level of proficiency.

8.The 9 Time Program

Year 9 students undertake a customised pastoral program which is specifically designed to induct them into the culture of learning at Nossal High School, and whose activities focus on the development of many of the skills outlined in the Framework for 21st Century Learning. Students are exposed to learning experiences which demand that they work in teams, undertake research, come to a better understanding of their own goals and abilities, and act with increasing independence.

9.Nossal Time

All students at Nossal High School participate in the Nossal Time program within their House groups. This program frequently groups students in vertical groupings (including students from all year levels) to encourage an approach to collaboration which is not limited by their tendency to associate primarily with peers of similar age. The program includes explicit instruction in the Victorian Curriculum's Personal and Social Capability, and also incorporates a significant allotment of time for large group creative expression during the lead-up to the House Performing Arts Festival.

Gardner's Five Minds for the Future:

At Nossal High School every student is encouraged to explore their studies in a new light. Our overarching curriculum framework was founded on Harvard University psychologist Howard Gardner's 'Five Minds for the Future' philosophy. The school's curriculum was initially built on the philosophy that future leaders need to develop certain cognitive abilities, which Gardner defines as five 'minds': the disciplined mind, the synthesising mind, the creative mind, the respectful mind and the ethical mind. Students are encouraged to explore content and skills under this framework, and to categorise their co-curricular engagement (in particular) under these headings through their involvement in the Sir Gustav Nossal Medallion program. In this way, students are encouraged to move beyond limited definitions of learning as purely academic in nature.

	The DISCIPLINED MIND	The SYNTHESISING MIND	The CREATIVE MIND	The RESPECTFUL MIND	The ETHICAL MIND
Summary of Gardner's Minds	Individuals will need to be an expert in one area- they will need to develop depth and breadth in specific disciplines.	Individuals will need to be able to gather together information from disparate sources, find links, transfer and communicate this knowledge.	Individuals will be rewarded for being creative, that is the ability to construct a box and think outside of it. Approach problems in unique ways.	The world of today and tomorrow is becoming increasingly diverse. Accordingly, we must respect differences and similarities and promote tolerance and understanding.	Individuals need to be able to act ethically- that is to think beyond their own self-interest and to do what is right under the circumstances. To develop values and moral integrity.

Gardner, Howard, (2008) *Five Minds for the Future*, Harvard Business School Publishing, Boston, U.S.A.

APPENDIX C – GUIDELINES FOR ACADEMIC PROGRESSION

As Nossal High School is an academic selective entry high school, the very nature of our students means that they are working at a very high level in all academic subjects. All of our students, however, can access an individual learning pathway and choose subjects appropriate to their own strengths and interests.

We have guidelines in place that students should be aware of in choosing their academic course from year to year.

Progression to Year 10, VCE 1&2 and VCE 3 &4

Students who wish to progress in a subject should be achieving at Acceptable or above in all areas of assessment in that subject/domain. Students who are not achieving at this level will review their course during course confirmation to ensure that they are in an appropriate pathway.

APPENDIX D – GUIDELINES FOR ACCELERATION WITHIN THE SCHOOL

For some students it may be of benefit to accelerate by commencing a VCE Units 1 & 2 subject in Year 10 and then continuing on to study a Units 3 & 4 subject in Year 11. This allows students to have a sixth subject to contribute towards their ATAR. The ATAR calculation is complicated, but in simplest terms it counts English first, then the next three top scores (this is called the primary four) and then 10% of the fifth subject. If students accelerate by studying a Units 3 & 4 subject in Year 11, they will receive an additional 10% of their sixth subject in the calculation. A maximum of six subjects contribute to the calculation of the ATAR.

The other advantage to students who accelerate is that they gain some experience of the VCE and know what to expect in the following years. As acceleration can, however, put undue stress on some, students need to be achieving at an appropriate level to accelerate.

We recommend that students accelerate in one subject only.

- We recommend acceleration only to students who have demonstrated maturity, organisational skills and high performance in the area they wish to study.
- We recommend students do not accelerate in the subjects they require as prerequisites for tertiary study. We consider additional time to develop maturity and deeper conceptual understanding to be the best preparation.
- Some subjects will have specific criteria that students need to satisfy to be eligible to accelerate. For these reasons, the following guidelines apply for acceleration:
- Students who wish to accelerate in **one subject** should be achieving at **Good or above** in at least the areas of **Knowledge, Skills and Study Habits** in the relevant subject or appropriate subject area. For example, to accelerate in Philosophy Units 1 & 2 at Year 10, students should achieve at Good or above in Year 9 Humanities and/or English.
- Students who wish to accelerate in **more than one subject** should be achieving an average of **Very Good or above**, in the number of subjects specified for their year level (see below), in at least the areas of **Knowledge, Skills and Study Habits**.

To accelerate in more than one subject the required number of subjects for a Very Good or above are:

Year 9	7 subjects
Year 10	5 subjects
Year 11	5 subjects

English must be included as one of these subjects.

For all progression and acceleration, students will be assessed on what they are currently achieving and those who wish to accelerate must be achieving at that level for acceleration when they choose their courses (ie. in their Term 2 reports).

Students should also note that some VCE subjects will not be available for acceleration. These are indicated in the subject descriptions.

Note: refer to specific wording in the Senior Subject Handbook for guidelines on Acceleration.

APPENDIX E – HIGHER EDUCATION STUDIES

For high achieving students there may be the opportunity to apply to study a university subject through the Centre of Higher Education Studies (CHES) in their final year of school whilst completing their VCE. The school has an internal approval process for this. Students must first express an interest with the Director of VCE and Pathways, who will approve eligible students to continue with their application. Applications are subsequently made directly to the university.

Extension studies should only be considered if students have demonstrated high performance in all subjects. There is no minimum entry requirement, but the universities are only looking for high performing students.

An extension study can only ever be included as the sixth increment in the ATAR calculation with a maximum of five for results above 90% in their university studies. Universities have different criteria for assessing eligibility.