



Curriculum and Co-curricular

1. Rationale

Kirrawee High School values the whole person through the delivery of a comprehensive education. To this end, it provides an extensive learning experience that seamlessly combines opportunities to engage students in co-curricular and curricular activities. Kirrawee High acknowledges that a 'classroom' is wherever good learning takes place and that the sum total of student learning from Years 7 to 12 cannot be fully understood by compartmentalising knowledge and skills into subject descriptions alone. Similarly, the true value of a liberal education cannot be measured by reductive conceptions (e.g. 3Rs), comparative assessment or external examination results alone.

A key focus at Kirrawee High is the graduate we wish to walk from our gates: a good citizen with strong democratic values, a strong ethical framework, emotionally intelligent and resilient, and with a capacity for adaptive skills in a changing global world. Therefore, it is recognised that the real power of learning stems from specialising in specific disciplines (expertise) *and* applying problematic and creative knowledge *across* disciplines.

The curriculum covers the full range of Key Learning Areas in order to initially (Stage 4) give students a sense of breadth and then to provide increasing opportunities for students to follow their interests and talents.

Co-curricular learning is offered to broaden, extend and enrich the scope of student studies beyond the fixed classroom, such as wellbeing, social justice, sports, adventure, and arts activities. Co-curricular activities may be faculty, whole school or community focused for individuals and/or groups. It is acknowledged that co-curricular and enrichment activities play an important role in promoting a sense of student engagement and belonging.

2. Aims

2.1 Curriculum

2.1.1 To ensure the curriculum meets mandatory NESA and Department of Education requirements

2.1.2 To provide a range of subjects that support student interests, engagement, staff expertise and school plan goals.

2.1.3 To provide students with a range of successful post-school pathways, such as tertiary study, apprenticeships, meaningful employment, and other categories of traineeships.

2.1.3 To provide differentiated learning experiences that cater for all students' special learning needs and disabilities.

2.2 Co-Curricular

2.2.1 To increase student engagement in learning.

2.2.2 To develop skills that build on, enrich and extend classroom learning, wellbeing and broader educational outcomes.

2.2.3 To develop interdisciplinary skills and apply them to real world and problematic knowledge.





2.2.4 To promote Kirrawee High to a wider community and seek further opportunities for student representation and learning.

2.2.5 To encourage student leadership, a global outlook, and an orientation to social justice issues which impact on their world.

2.3 Learning Centre

2.3.1 To provide a variety of support mechanisms for student learning.

2.3.2 Promote student autonomy and a capacity to seek support where needed.

2.3.3 Develop meta-cognitive skills that support broad application and lifelong learning.

2.3.4 Recognize differences in individual learning needs, including those in humanities and technical areas.

2.3.4 Provide a focus for special learning projects and enrichment activities.

2.3.2 To promote a range of learning experiences across all years.

3. Implementation

3.1 Staff will recognise the depth of curriculum application and therefore build subject expertise across their careers.

3.2 Staff will recognize the importance of cross-curricula skills and students applying disparate knowledge in divergent ways.

3.3 Staff promote student participation in the broader life of the school as a means of developing interdisciplinary curriculum skills.

3.4 Staff will be familiar with applicable NESA and Department curriculum policies and requirements.

3.5 Staff support the goals of the Learning Centre and the support it provides in building student expertise in learning and study skills, including more specific applicability to either humanities or technical areas of the curriculum.

4. Associated Documents

4.1 NESA Assessment Certification Examination <https://ace.nesa.nsw.edu.au/>

4.2 Curriculum planning and programming, assessing and reporting to parents K-12 <https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12>

4.3 Curriculum Policy Standards <https://education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf>

4.4 Gifted and Talented Policy

5. Evaluation

5.1. Subjects availability will be reviewed each year for Years 9, 11 and 12 based on student elective choices and school needs and expertise.

5.2. This policy will be evaluated as part of a three-year cycle or when necessary

6. Contact

6.1. Kirrawee High School Executive

