



Stage 6 Course Selection and Curriculum Pattern Policy

1. Rationale

Kirrawee High School provides and supports a broad curriculum for Stage 6 students, which accommodates a range of learning levels, interests and post school pathways. Students' participation in courses is predicated on a genuine desire to work at a high personal level of achievement. Therefore, students are guided to select a curriculum pattern that best meets areas of motivation, prior knowledge and skills, and their commitment to meet course requirements.

Students are encouraged to strive for personal bests, however it is acknowledged that across a cohort, achievement will be represented by a range of standards. For this reason, and where places exist, students will not be precluded from a course based on preconceived or targeted standards. If however, a course is oversubscribed, priority will be given to students who have demonstrated greater aptitude for that course.

2. Aims

- 2.1. To promote all courses as equally valid, based on individual suitability for the level, prior knowledge and learning experiences associated with that course.
- 2.2. To provide courses that span different levels of rigour, and practical and conceptual authentic learning and skills.
- 2.3. To impartially guide students in the selection of curriculum pattern that best suits their needs, motivation and prior knowledge.
- 2.4. To recognise that all students need to feel that their curriculum pattern offers opportunities for them to succeed at their level of achievement.
- 2.5. To support students with ongoing feedback that indicates their level of achievement and the ways in which they might improve on their last best effort.
- 2.6. To encourage students to maintain a curriculum pattern into Year 12 that allows some flexibility of dropping units if they are unable to sustain all their courses through to HSC examinations.
- 2.7. To facilitate the placement of students within a course who have clearly demonstrated a higher-level aptitude for that course.
- 2.8. To develop sound school processes for requested course changes and course selection, which confirm students' eligibility for an HSC, ATAR and post-school pathway opportunities.

3. Implementation

- 3.1. Faculty Head Teachers and relevant Deputy Principal are responsible for the timely dissemination of information relevant to Stage 6 course selection.
- 3.2. English and Mathematics Head Teachers are to make course level recommendations to students and their parents/carers prior to subject selection in Year 10.
- 3.3. Students selecting TVET courses for the Preliminary course should also select 12 units of school-based courses.





- 3.4. Students selecting new extension courses for Year 12, or who have carried forward one or more extension courses from the Preliminary course, must carry 11 or more units until the end of Term 4 Year 11.
- 3.5. Exceptions to 3.4 and 3.5 will only be made in extraordinary circumstances in which proceeding to 10 units is on balance a secure pathway for ongoing success.
- 3.6. Extension 2 English students must retain 12 units until the end of Term 4 Year 11, at which point a consultative decision between student, school and parent/carer can be made.
- 3.7. Class teachers will provide formative and summative feedback throughout the course.
- 3.8. Ongoing concerns regarding progress will be communicated by phone and/or email in a timely way to students and parents/carers.
- 3.9. N Award Warnings will be issued according to NESA's three criteria and after teacher counselling for the student. They are not a punitive measure, but rather an indicator of areas that do not meet course requirements.
- 3.10. The Head Teacher will liaise with the relevant Deputy Principal where progress concerns are ongoing and further intervention is indicated.
- 3.11. Deputy Principals, Head Teachers, Head Teacher Administration and Careers Advisor and responsible for signing off on course selections and changes, independently ensuring eligibility requirements are met and appropriate counselling offered. That is, redundancy is built in to ensure students eligibility is not compromised.

4. Associated Documents

4.1 NESA Assessment, Certification and Assessment (ACE) manual:

<https://ace.nesa.nsw.edu.au/>

4.2 Department of Education curriculum requirements:

<https://education.nsw.gov.au/teaching-and-learning/curriculum>

4.3 Department of Education attendance requirements:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/school-attendance>

5. Evaluation

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

6. Contact

6.1. Deputy Principals

