



Curriculum at Rubicon

Our Curriculum

The curriculum at Rubicon is based on the Victorian Curriculum F-10 and focusses on the learning areas of health and physical education and geography, and the critical and creative thinking, ethical and personal and social capabilities. We also place a strong emphasis on the cross-curricular priorities of learning about Aboriginal and Torres Strait Islander histories and cultures and learning about sustainability.

Rubicon also supports delivery of aspects of the Victorian Certificate of Education (VCE) with a focus on Outdoor and Environmental Studies, and the Victorian Certificate of Applied learning (VCAL) with a focus on the personal development skills.

Our School

Rubicon is a multi-campus, Victorian government secondary school, specialising in outdoor experiential education.

We are committed to our mission and vision of *“empowering people to develop lifelong positive growth”* through *“The provision of programs that develop an enhanced understanding of self and others, and the skills required to contribute to a positive community and sustainable environment.”*

Our curriculum is a reflection of this vision and our school values of:

- Sustainable futures
- Shaped by challenge
- Building community
- Meaningful experiences

Our Approach

Our curriculum is designed to be embedded into the broader curriculum of our visiting schools. We work collaboratively with students and staff to identify specific curriculum foci and co-design and deliver learning programs that enhance student outcomes through learning in the outdoors.

To support high quality curriculum planning and delivery we use the guidance and recommendations provided by the Victorian Curriculum and Assessment Authority, which have been developed in conjunction with Melbourne University. This includes

- A thorough curriculum review process.
- A collaborative approach to feedback and review of learning for continuous improvement of curriculum planning and delivery.
- Development of learning continua and quality criteria to identify and articulate student learning across our curriculum.
- Engagement with and reference to the Framework for Improving Student Outcomes and the Victorian Teaching and Learning Model when designing curriculum.



Education
and Training

Rubicon's 7-10 Curriculum

This table provides a guide to the areas within the Victorian Curriculum F-10 that we believe Rubicon is particularly well-placed to support. Visiting schools choose the specific content that they would like to focus on, and Rubicon teachers will co-design a learning program that best suits the students and the context. In general, we aim to engage deeply with a smaller number of content descriptors, rather than more superficially across a broad range of content. Content is listed by learning area or capability. Content that has been identified by the VCAA as relevant to the cross-curricular priorities of Aboriginal and Torres Strait Islander histories and cultures (yellow) and sustainability (green) is highlighted.

Capability	Personal and Social						Critical and Creative Thinking		Ethical	
Strand	Self-Awareness and Management			Social Awareness and Management			Meta-Cognition		Decision Making and Actions	
Sub-Strand	Recognition and Expression of Emotions	Development of Resilience		Collaboration						
Level 7-8	Describe how and why emotional responses may change in different contexts (VCPSCSE034)	Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPSCSE035)	Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (VCPSCSE036)	Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCS0041)	Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (VCPSCS0042)	Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)	Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)	Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)	Discuss the role of context and experience in ethical decision-making and actions (VCECD018)
Level 9 -10	Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)	Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)	Analyse the significance of independence and individual responsibility in the completion of challenging tasks (VCPSCSE045)	Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)	Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals (VCPSCS0050)	Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCS0051)	Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)	Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053)	Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022)	Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)

Learning Area	Health and Physical Education						
Strand	Movement and Physical Activity			Personal, Social and Community Health			
Sub-Strand	Moving the body	Understanding movement	Learning through movement	Being healthy, safe and active	Communicating and interacting for health and wellbeing	Contributing to healthy and active communities	
Level 7-8	Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133)	Participate in and investigate the cultural and historical significance of a range of physical activities (VCHPEM138)	Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)	Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)	Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)
Level 9 - 10	Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)	Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)

Learning Area		Geography					
Strand	Geographical Concepts and Skills	Geographical Knowledge					
Sub-Strand	Place, space and interconnection	Water in the World	Landforms and landscapes				
Level 7-8	Explain processes that influence the characteristics of places (VCGGC099)	Ways that flows of water connect places as they move through the environment and the ways this affects places (VCGGK106)	Different types of landscapes and their distinctive landform features (VCGGK116)	Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117)	Human causes of landscape effects on landscape quality for places (VCGGK119)	Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)	
Sub-Strand	Place, space and interconnection	Biomes and food security	Geographies of interconnection		Environmental change and management		
Level 9 -10	Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)	The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135)	Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)	Perceptions people have of place, and how this influences their connections to different places (VCGGK139)	Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143)	Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145)	Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148)

Senior and Post-Secondary

Rubicon supports and co-delivers VCE and VCAL programs with our visiting schools. We do not currently offer VET programs. This table provides advice on the aspects of these curricula that we believe Rubicon is particularly well-placed to support, however, visiting schools choose the specific content that they would like to address, and Rubicon teachers will co-design a learning program that best suits the context and needs of the students.

VCE		VCAL & VET		
Outdoor and Environmental Studies	Other VCE Subjects	VCAL Personal Development Skills	Other VCAL Units	VET
<p>Rubicon can support schools to deliver aspects of the VCE. We design individual programs for schools to address the specific needs of the student group. A Rubicon VCE program can help students to:</p> <ul style="list-style-type: none"> • Develop experience-based relationships with and knowledge of outdoor environments and their particular characteristics. • Develop experience-based understandings of the ranges of uses of and relationships to outdoor environments. • Develop an understanding of the ecological, historical, economic and social factors which have had an impact on and will influence outdoor environments over time. • Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments. • Develop the skills and knowledge necessary to plan for and reflect upon a range of practical outdoor experiences • Identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner. • Understand the implications of trends towards sustainable environmental relationships. • Critically analyse interactions with outdoor environments in shaping Australian cultural practices. <p>Learning programs offer students access to variety of natural environments to enrich and support the desired educational outcomes through adventurous journeys, interaction with local experts and opportunities for focused content delivery and reflection.</p>	<p>While our specific experience and expertise is in outdoor education, Rubicon recognises that outdoor learning can improve student outcomes in a range of other disciplines.</p> <p>Schools wishing to work with us to co-deliver aspects of Environmental Science, Geography, HPE or other subjects at the VCE level are encouraged to contact us to discuss their desired curriculum foci and how we might be able to support their students.</p>	<p>Outdoor experiential learning programs at Rubicon provide an engaging and practical approach to the personal development skills component of the VCAL.</p> <p>In particular, the following skills are well suited to a learning program at Rubicon:</p> <p>Unit 1</p> <ul style="list-style-type: none"> - Resilience, self-esteem and efficacy - Health and wellbeing - Environmental awareness - Planning and organisational skills - Problem-solving and interpersonal skills <p>Unit 2</p> <ul style="list-style-type: none"> - Social and environmental awareness - Planning and organisational skills - Problem-solving and interpersonal skills 	<p>Rubicon can support delivery of various other aspects of the VCAL through experiential outdoor learning.</p> <p>Visiting schools are encouraged to contact us to discuss their desired curriculum foci and how we might best support their students.</p>	<p>Rubicon does not currently offer any VET programs. Schools interested in working with us to design such a program are encouraged to contact us.</p>