

Catholic Regional College St Albans

Curriculum Plan



Catholic Regional College St Albans is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

Curriculum and learning policy

Vision

At Catholic Regional College St Albans, we strive for excellence in learning and teaching. We value every student and believe that each one can reach his / her potential given sufficient time, support and opportunity. We know that students learn best in a safe, stimulating and nurturing environment and understand the importance of fostering a strong sense of self in a world that is rapidly changing.

Mission

It is the right of every individual to learn. We are committed to ensuring that learning and teaching inspire and preserve the spirit of the person.

Purpose

The Victorian Curriculum is the Foundation to Year 10 curriculum for Victorian government and Catholic schools for implementation from 2017. The Victorian Curriculum reflects Victorian priorities and standards for F–10 and incorporates the Australian Curriculum. It defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions. See <https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx>.

The Victorian Curriculum F–10 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop, in addition to discrete discipline knowledge and understanding, a set of skills, behaviours and dispositions, or general capabilities, that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Catholic Regional College St Albans Curriculum Plan has been developed in light of the directions for Catholic education and principles of curriculum from the *Horizons of Hope* education framework: Catholic schools provide an excellent holistic education centred on the students and engaging them in authentic, purposeful learning; and incorporating the philosophy of the Victorian Curriculum F–10 and the Religious Education Curriculum Framework.

The curriculum is a statement of the purpose of schooling and defines what it is that all students have the opportunity to learn as a result of their schooling.

Principles

At Catholic Regional College St Albans:

We believe in the importance of knowing each student as a learner and as a person, and that:

- learning is a collective responsibility;
- teachers need to be passionate about their discipline area and model life-long learning;
- high expectations create high achievers;
- learning should be engaging and challenging;
- learning should encourage curiosity, risk-taking and creativity;
- the learning environment needs to be responsive to each student's needs;
- instruction is most effective when it is personalised;
- regular and effective feedback allows students to refine and further develop their skills and knowledge, and celebrate success;
- students need to experience relevant and authentic curriculum that enables them to become active global citizens, and
- strong partnerships between the school, home and community are essential for the social, emotional and intellectual development of our students

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Catholic Regional College St Albans.

At Catholic Regional College St Albans, curriculum is enriched by the values, beliefs, perspectives and experiences of each member of the learning community when they engage actively with Catholic understandings of the human person. This orientation towards the person means that the process of curriculum design is shared with students, creating within them a sense of ownership and self-efficacy as learners. Our learning community fosters the conditions for students to have a voice in the design process, allowing them to make decisions about what they need to know and when.

Implementation

The curriculum is designed and delivered from whole-school to level planning to individual teacher plans. These are created in a collaborative and supported environment. This ensures that a guaranteed and viable curriculum is driving student learning and lifting student outcomes.

Curriculum content

The school implements the Victorian Curriculum in order to provide students with a comprehensive and cumulative curriculum from Foundation to Year 10.

The school's teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by our governing body, Catholic Regional College St Albans will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Catholic Regional College St Albans will also take inspiration from the *Horizons of Hope* education framework. This framework supports Catholic school communities to engage in dialogue about the distinctive nature of learning and teaching, leading learning and enhancing Catholic identity in our schools. The framework is a living document that has been added to over the years with examples of

practice from schools, as well as additional strategy statements in the areas of Leadership, Wellbeing, Diversity and Religious Education.

Religious Education has a central place in the curriculum at Catholic Regional College St Albans, as it reflects our unique character of Catholic identity and focus as a Catholic school. The primary source for developing our Religious Education program is the Religious Education Curriculum Framework, developed by our governing body MACS.

Whole-school curriculum plan and time allocation

The following provides an outline of the learning areas and recommended weekly time allocation across F–6. Multiple learning areas are often part of a unit and not always taught as separate subject areas. This is ensured through time allocations which are in line with recommendations of the educational authorities.

Learning Areas	Recommended Time Allocated
English <ul style="list-style-type: none"> • Reading & Viewing • Speaking & Listening • Grammar & Spelling • Writing 	4 hours per week.
Mathematics <ul style="list-style-type: none"> • Number & Algebra • Measurement • Geometry • Statistics & Probability 	4 hours per week
Religious Education	2 hours per week. (2.5 hours at Year 10)
Health & Physical Education	2.5 hours per week at Years 7 and 8 1 hour per week x PE 2 hours x Trinity (Year 9) 1 hour x Health per week (Year 10 plus PE electives) 1 hours x Pastoral Care (Years 7-10)
Arts <ul style="list-style-type: none"> • Visual Arts • Music • Visual Communication and Design • Drama • Dance • Media 	2 hours 15 minutes per week (Years 7 and 8) Offered as electives in Years 9 and 10
Humanities <ul style="list-style-type: none"> • Civics & Citizenship • Economics • Geography 	2 hours and 30 minutes per week at Years 7, 8 and 10.

Learning Areas	Recommended Time Allocated
<ul style="list-style-type: none"> History 	2 hours per week at Year 9.
Science <ul style="list-style-type: none"> Science as a Human Endeavour Earth Science Biological Science Chemical Science Physical Science 	2 hours 30 minutes per week at Years 7, 8, 9 and 10.
Technology <ul style="list-style-type: none"> Design & Technology Digital Technologies 	2 hours 15 minutes per week (Years 7 and 8) Offered as electives in Years 9 and 10
Languages <ul style="list-style-type: none"> Chinese Italian 	2 hours per week (Years 7 – 9) 2 hours 30 minutes (Elective at Year 10)
TOTAL	25 hours weekly

Capabilities

The Victorian Curriculum includes both knowledge and skills. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum:

- Critical & Creative Thinking
- Ethical
- Intercultural
- Personal & Social.

The skills and knowledge defined in the capabilities will be developed in student learning across the curriculum areas where it is relevant and authentic to do so.

Curriculum organisation and implementation

The school's planning for curriculum draws on the Victorian Curriculum and Assessment Authority (VCAA) curriculum planning site for age-appropriate content, sequential learning patterns, and interrelated aspects of the content and skills and of the desired learning capabilities. Refer to the Pedagogical Framework.

All content is developed using the following documents:

- Catholic Regional College St Albans policies for each of the learning areas
- Catholic Regional College St Albans Religious Education Scope and Sequence: Religious Education Curriculum Framework
- Victorian Curriculum F–10
- Statement of Philosophy.

A variety of other resources, including online resources, will be available to support planning.

Evaluation

This Policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.

School policies/references

- Assessment and Reporting policy and procedures
- Exam policy
- Homework policy
- Inclusive education policy
- Literacy policy
- Purposeful Teaching Teams
- Curriculum Review
- Response to Intervention policy

Endorsed by the Catholic Regional College Leadership Team June 2021 (Next review: June 2022)