

Catholic Regional College St Albans

Curriculum Plan Overview



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).

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

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

Accredited Curriculum Overview

Foundation to Year 10

The Victorian Curriculum F–10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–10 and 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.

The Victorian Curriculum F–10 can be found here:
<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>

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

Senior secondary – Years 11 and 12

MACS schools delivering senior secondary courses to students are required to follow the requirements and regulations set out by the Victorian Curriculum and Assessment Authority (VCAA). This applies to the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET). Any MACS school offering other accredited curriculum frameworks approved for delivery in schools by MACS, such as the International Baccalaureate (IB), is required to follow the regulations set out by the governing curriculum authority.

The Catholic Regional College St Albans Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 and/or senior secondary curriculum and principles of curriculum from the *Horizons of Hope* education framework. This curriculum plan ensures excellent holistic education, centred on the students and engaging them in authentic, purposeful learning.

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, the 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 curriculum design process, allowing them to contribute to decisions about what they need to know and when.

Curriculum Content

Catholic Regional College St Albans will take inspiration from the *Horizons of Hope* education framework. This framework supports MACS 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 Religious Education, Leadership, Wellbeing and Diversity.

Religious Education has a central place in the teaching and learning program at Catholic Regional College St Albans as it reflects our unique character of Catholic identity and focus as a MACS school. The primary source for developing our religious education program is the MACS Religious Education Curriculum Framework.

The school implements the Victorian Curriculum F–10 in order to provide students with a comprehensive teaching and learning program across the year levels with age-appropriate content, sequential learning patterns and interrelated aspects of the content and skills of the desired learning capabilities. Refer to the *Horizons of Hope Foundation Statement – Pedagogy in a Catholic School*. The Victorian Curriculum can be found here: [Victorian Curriculum F–10](#).

All content is developed using the following documents:

- Catholic Regional College St Albans Religious Education Scope and Sequence: Religious Education Curriculum Framework Document

- Catholic Regional College St Albans school policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy.

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 use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, Catholic Regional College St Albans will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Whole-school Curriculum Plan and Time Allocation

Curriculum overview – Foundation to Year 10

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units or electives (as in the case for Years 7–10). The recommended weekly time allocations are in line with recommendations of the educational authorities and are averages of curriculum implementation which may span across the two-year cycle. Furthermore, multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

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 hour 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

Learning Areas	Recommended Time Allocated
Humanities <ul style="list-style-type: none"> • Civics & Citizenship • Economics • Geography • History 	2 hours and 30 minutes per week at Years 7, 8 and 10. 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 Overview – Senior Secondary

Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from VET qualifications. The minimum requirement for satisfactory completion of the VCE is the satisfactory completion of 16 units which must include:

- three units from the English group, including a Unit 3–4 sequence

- at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group.

Victorian Certificate of Applied Learning (VCAL)

The VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) including Further Education (FE) qualifications from within the AQF, and VCE studies. The VCAL is accredited and issued at three award levels. VET training is a compulsory requirement for completion of VCAL certificates at intermediate and senior level. To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand: one credit is required for Literacy Skills and one credit is required for Numeracy Skills
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- a minimum of two VCAL units, one of which must be a VCAL Personal Development Skills unit at level
- curriculum components to the value of six credits at the level of the VCAL award or above – one of which must be for Literacy Skills.

Vocational Education and Training (VET)

Recognition of VET, including Further Education (FE) within the VCE and VCAL, ensures that students who complete all or part of a nationally recognised VET (including FE) qualification may receive credit towards satisfactory completion of the VCE or VCAL. Students would typically undertake training at Certificate II or III level. MACS schools are required to have appropriate courses, assessment, reporting and administrative processes in place to ensure students undertaking a VCE or VCAL program, and/or VET courses, have access to the necessary teaching and learning programs. The VCAA *VCE and VCAL Administrative Handbook* and the specific VCE study designs and/or VCAL curriculum guides and/or VET modules set out these requirements for all schools.

Implementation

The curriculum is designed and delivered from whole-school to year 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.

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

Catholic Regional College St Albans will implement the curriculum plan through Purposeful Teaching Teams (PTTs) where teams of teachers work collaboratively to improve outcomes for all students and to deepen educator capacity. PTTs work to increase student ownership, engagement and achievement.

Planning Teams use Timperley's *spiral of inquiry* to increase collective efficacy and enable powerful teaching that optimizes student growth in learning and wellbeing. They share the responsibility for improving the learning outcomes of all students and they judge their effectiveness on the basis of data and evidence.

Purposeful Teaching Teams engage in joint work to obtain valued outcomes for learners by:

- Involving students and knowing and understanding their needs.
- Engaging in a reflective cycle of planning, teaching and assessment using evidence based strategies.
- Using data rigorously as part of the curriculum development and evaluation processes.
- Planning, implementing and reviewing the learning and teaching sequences that address the full range of learning needs.

- Drawing on evidence-based pedagogy and work collaboratively to ensure cohesion and consistent approaches to maximise learning.
- Supporting and challenging one another to continuously evaluate the effectiveness of their teaching strategies to ensure they are achieving impact on learning.
- Using processes such as moderation and cross marking to ensure the accuracy of teachers' judgements.

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

Scope and Sequence – Catholic Regional College Learning and Teaching Program.

A scope and sequence for each Learning Area identifies the key learning/units of study from 7 – 10. The breadth, extent and range of curriculum outcomes aligned with the Victorian Curriculum have been developed to move student learning forward. Each Learning Area includes a rationale, aims and achievement standards describing what students need to understand and do.

[Chinese 7 – 10 Scope and Sequence](#)

[English 7 – 10 Scope and Sequence](#)

[Drama 7 – 10 Scope and Sequence](#)

[Digital Technologies 7 – 10 Scope and Sequence](#)

[Design and Technologies 7 – 10 Scope and Sequence](#)

[Health and Physical Education 7 – 10 Scope and Sequence](#)

[Humanities 7 – 10 Scope and Sequence](#)

[Italian 7 – 10 Scope and Sequence](#)

[Mathematics 7 – 10 Scope and Sequence](#)

[Media Arts 9 – 10 Scope and Sequence](#)

[Music 7 – 10 Scope and Sequence](#)

[Religion 7 – 10 Scope and Sequence](#)

[Science 7 – 10 Scope and Sequence](#)

[Visual Communication Design 7 – 10 Scope and Sequence](#)

[Visual Arts 7 – 10 Scope and Sequence](#)