

Catholic Regional College Caroline Springs 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 Caroline Springs, we aim to provide a curriculum which:

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

Mission

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial.

Underpinning all that we do is the education and wellbeing of our students.

We have an obligation to provide educational experiences that ensure that:

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

Values

In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:

- Learning in all forms, styles and situations, formal and informal, mutual and collegial
- Stewardship of all in and of God's creation: self, others and the world
- Compassion which, guided by respect, moves us to action
- Prayer as a way of living and knowing.

Purpose

At Catholic Regional College Caroline Springs, we value each individual and strive to provide them with every opportunity to live fully and act justly. Our approach to teaching and learning is about providing experiences that allow all students opportunities to achieve their full potential. Everything we do at the College is designed to support and develop students academically, physically, socially, spiritually and emotionally.

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 Caroline Springs 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 Caroline Springs:

Through the various curriculum opportunities which target the education of the whole person, our aim is to develop students who are:

- independent learners
- literate
- numerate
- capable of utilising a variety of thinking skills
- able to demonstrate well developed skills for the future

Teaching and learning strategies used to achieve these aims should:

- provide a broad, balanced, collaborative and integrated approach to learning
- acknowledge and cater for the diversity of ways in which people learn
- value girls and boys equally and respond to social, economic, cultural and learning needs equitably
- foster a deep knowledge and appreciation of student and staff diversity
- challenge the existing skills, talents and potential of all students and teachers

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 Caroline Springs.

At Catholic Regional College Caroline Springs, 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

Catholic Regional College Caroline Springs will implement the curriculum by providing:

- opportunities to experience a range of diverse subjects
- a thematic approach so that students are able to make connections between subjects and build depth and breadth of knowledge
- facilities that are able to support the learning process
- a timetable that allows for learning to be consolidated
- a consistent use of a learning and teaching instruction model in the classroom
- learning experiences that will be challenge, engage, and involve practical ‘hands-on’ activities and first-hand encounters wherever practicable
- learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills and will be based upon cooperative ‘whole child’ learning strategies
- sequential courses of study in all key-learning areas will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching techniques
- both extension and intervention opportunities for all students according to individual needs
- learning experiences are designed to enable students to explore issues, questions and problems in ways that are meaningful, strongly engaged with Catholic beliefs, and related to the real world (foundation statement: Curriculum in a Catholic School. Horizons of Hope)

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 Caroline Springs will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Catholic Regional College Caroline Springs 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 Caroline Springs, 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.

Year 7	50 Minute Lessons per 10-Day Cycle
Religious Education	5
English / EAL	9
Mathematics	9
Health	2
Physical Education	4
Humanities	6
Science	6
Pastoral Care	2
Language (Italian* & Japanese*)	5
Digital Technologies*	4
Food Technology*	4
Drama*	4
Music*	4
Visual Art*	4
Visual Communication Design*	4

Year 8	50 Minute Lessons per 10-Day Cycle
Religious Education	5
English	9
Mathematics	9
Health	2
Physical Education	4
Humanities	6
Science	6
Language (Italian or Japanese)	5
Pastoral Care	2
Food Technology*	4
Materials Technologies*	4
Drama*	4
Music*	4
Visual Art*	4
Visual Communication Design*	4

Year 9	50 Minute Lessons per 10-Day Cycle
Religious Education	4
English	9

Mathematics	9
Health	2
Physical Education	4
Humanities	6
Science	6
Pastoral Care	2
Year 9 Program	6
Elective One*	6
Elective Two*	6

Year 10	50 Minute Lessons per 10-Day Cycle
Religious Education	6
English	9
Mathematics	9
Health	2
Physical Education	4
Humanities	6
Science	6
Pastoral Care	2
Pathways	4
Elective One*	6
Elective Two*	6

*Denotes Semester-based subject

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 Caroline Springs Course Outline for each of the learning areas
- Catholic Regional College Caroline Springs 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

Curriculum Review Policy (add as a link)

Learning & Teaching Quick Guide

Remote Learning Guidelines

Code of Academic Integrity

Course Convening Guidelines

Course Handbooks (Year 7, Year 8, Year 9, Year 10, VCE, VCAL)

Approved by Catholic Regional College Caroline Springs Leadership Team May 2021 (Next review: May 2022)