Mary MacKillop
Catholic Regional College

CURRICULUM IMPLEMENTATION FRAMEWORK

1   INTRODUCTION

Mary MacKillop Catholic Regional College **(MMCRC)** is committed to offering a comprehensive curriculum, based on the Victorian Curriculum and Assessment Authority (VCAA) Victorian Curriculum F-10.

Our well-planned and structured curriculum, supports our mission to provide an innovative education which integrates faith, learning and life in a welcoming community and our vision that students will be invited to put faith into action, value learning for life, and flourish as people.

2   PURPOSE

In designing and enacting a curriculum grounded in Catholic beliefs and values, there are a number of key elements to consider:

- that each human being is a unique creation made in God's image and therefore possessed of inherent dignity;
- that education is about learning what it means to be human and that in Jesus Christ we have a model of what it means to be truly human;
- that education enables an integration of faith and life;
- learning narratives and consideration of learners unique needs and talents;
- standards and the interpretation of formal curricula;
- connectivity and making cross curriculum connections, embedding ICT learning and utilising transferable learning strategies;
- pedagogical choices to honour students critical and creative thinking within the curriculum;
- assessment that is relevant, timely and rigorous and aligned to the curriculum, and responsive to the evidence of student achievement and growth;
- learning progression and consideration of the students entry point to enable them to progress learning at their pace and in response to their learning needs;
- inclusivity and being respectful and responsive to the school community and the diversity of its learners by designing learning experiences that enable learners to experience a transformation and enter the world with a sense of hope, purpose and dignity;
- learning partnerships through learning activities that enable students to be collaborative and socially connected with local, national and global communities;
- accountable to learners to support them to achieve success.

3   WHOLE SCHOOL PLAN FOR ENTITLEMENT

Mary MacKillop Catholic Regional College **(MMCRC)** we have developed a whole school plan for learning entitlement. We recognise our responsibility to create conditions in which a high quality curriculum is enacted, expert teaching is developed and all students achieve targeted progress over time. Our whole school plan for learning entitlement is a College wide plan for delivering the Victorian Curriculum, and reflects local resources, expertise and contexts, and allows for specialisation and innovation.

Our whole school plan for learning entitlement requires the input of all staff and is not the responsibility of the individual teacher as this leaves entitlement to chance. We recognise that we are educating the whole person across many years of schooling so our whole school plan for learning entitlement is designed as a continuum of learning. Entitlement is dependent on thorough planning and it is essential that staff have a deep familiarity with the curriculum.

The construct of our whole school plan for learning entitlement follows a deliberate path considering Federal and State accountabilities, Diocesan goals and our own local context.

The National School Improvement Tool [ACER] provides the following statement reinforcing the validity of our goal of implementing a known, systematic and comprehensive curriculum for all students at Mary MacKillop Catholic Regional College **(MMCRC)**. *"The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families."* - National School Improvement Tool - Section 6: Systematic Curriculum Delivery

4   CURRICULUM REVIEW

The Curriculum Leadership Team is responsible for overseeing the development and implementation of courses of study. Curriculum Leadership Team meet at least 4 - 5 times per term and review current curriculum to ensure ongoing compliance against Victorian Curriculum and VCE study designs.

This Curriculum Implementation Framework is reviewed annually to ensure all Learning Areas align with the VCAA Curriculum requirements.

5   DEFINITIONS

Learning Progression – refers to the purposeful increasing levels of difficulty and complexity in acquiring knowledge, skills and attitudes within a domain.

Pedagogy - the method of how teachers teach, in theory and in practice.

Inclusive learning environment - all students, regardless of learning needs, culture, faith or gender receive high-quality instruction, intervention, and support that enables them to meet success in learning.

Learning Partnerships - a collaboration between parents, schools and communities to benefit the social, linguistic and academic achievement of students

6 LEARNING AREAS

RELIGIOUS EDUCATION

The Learning Area of Religious Education is committed to providing a quality program that will lead students to develop a wide range of knowledge and skills and enable them to participate fully in Christian life in the wider community. Religious Education explores students' life experiences in the context of Church teachings and tradition and fosters a sense of belonging in the life of the Church, through a relationship with Jesus Christ and with others. Religious education encourages students to understand themselves and the world in which they live through a worldview founded on Scripture and in the traditions of the Catholic community.

The Religious Education curriculum for Years 7 to 12, as presented in its formal structures, classroom activities and co-curricular activities, is designed to enable students to:

- Develop an understanding and appreciation of Catholic beliefs and traditions, especially through the study of Scripture.
- Utilise opportunities to explore, nurture and develop their personal faith.
- Gain knowledge about the function, purpose and meaning of religion, particularly in relation to its component aspects.
- Develop an appreciation of liturgies, and practice skills in the preparation and conduct of liturgical celebrations.
- Reflect on their life experience and on their physical, emotional, intellectual and spiritual development, so as to promote the growth of the whole person.
- Develop the understanding and skills needed to make informed decisions about moral issues in the light of Christian values.
- Participate in activities of service, developing a responsible approach to social justice within MMCRC and the wider community.

The learning area of Religious Education will meet these objectives by presenting a curricular and co-curricular program at Years 7 to 12. Core subjects in Years 7-10 are taught in accordance with the Religious Education curriculum of the Diocese of Sale, 'To Live in Jesus Christ', and the elective structure in Years 11 and 12 includes the opportunity to study VCE Units 1 - 4 in Religion and Society. Participation in religious education is compulsory for all students from Year 7 to Year 12.

ENGLISH

The learning area of English is committed to providing an English program that develops effective and creative use of the full range of communication skills - reading, writing, speaking, and listening - and fosters enjoyment in the use of these skills. The learning area of English aims to provide programs that encourage students to develop the following skills to the best of their ability:

- To read, with understanding, the material of increasing difficulty.
- To write effectively for a variety of purposes and audiences.
- To listen and view with comprehension.

- To evaluate spoken and written arguments, and to present clear and logical views.
- To speak clearly, confidently, and appropriately for a variety of purposes and audiences.
- To understand and appreciate the purpose of different forms of literature, and to encourage meaningful and sincere responses to a wide range of literary experiences.
- To provide meaningful and sincere analytical and creative responses, in both oral and written forms.
- To appreciate the characteristics of different forms of media: internet, newspapers, radio, film, and television.
- To use appropriate information technology resources for communication.
- To research independently and demonstrate appropriate information literacy skills.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed, and active members of society. Students throughout Years 7 - 12 create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts, and reviews.

HEALTH & PHYSICAL EDUCATION

The learning area of Health and Physical Education is committed to providing a Physical Education program that develops positive attitudes, values, and behaviours towards physical activity as well as equipping students with the confidence and skills to remain physically active for their entire lifetime and foster enjoyment in the use of these skills. A Health and Physical Education program that develops capacities to make informed decisions and take actions that lead to a physically, socially, and mentally healthy lifestyle.

The learning area of Health and Physical Education aims to provide programs that encourage students to develop the following skills to the best of their ability:
- Develop the knowledge, skills attitudes and values that promote participation in physical activity.
- To enable students to develop their potential to be involved as skilled participants in a range of sports, fitness and outdoor activities.
- To give students an awareness of how fitness can promote health and well-being and develop positive attitudes towards the advantage of teamwork through succeeding in physical challenges.
- Develop an understanding of the use of food to provide nutrients for energy, growth, repair, and regulation of the body's physical functions and make informed decisions on nutrition and dietary practices.
- To develop an understanding of the causes of ill health and strategies to prevent ill health.
- To develop an understanding of the balance of physical, social, spiritual and mental aspects of health in the effective functioning of individuals.
- Develop an understanding of the life cycle and develop an appreciation of how sound health practices can enhance the likelihood of a full and productive life.

The learning area of Health and Physical Education is responsible for developing and implementing programs to achieve these objectives. This includes a suite of subjects throughout Years 7-12 that promotes develop students developing the knowledge, understanding and skills, whilst offering students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

HUMANITIES

The learning area of Humanities aims to provide a curriculum that fosters an appreciation for the role of humans in the world in which we live. The learning area of Humanities is committed to providing a curriculum that provides the opportunity for students to examine the complex processes and systems which have shaped the modern world, and investigate responses to current and future challenges. It includes the study of areas such as History and Civics - The Modern World and Australia, Geography, Commerce, Economics, Legal studies, Accounting, Civics and Citizenship and Business Management.

The learning area of Humanities aims to provide programs that encourage students to develop the following:
• Knowledge of the historical, current and potential part people play in the environment, economy and in society in general.
• Knowledge of social, environmental, political, legal and economic systems with consideration for the personal, local, national and global perspective.
• Skills in analysis, research, critical-thinking, decision-making and communication to assist with the selection of appropriate resources, investigation of trends and challenges, and creation of increasingly sophisticated responses to a range of issues and problems.
• An enthusiasm for life-long learning which will better enable them to be active, adaptable, respectful and informed citizens.

The learning area of Humanities is responsible for developing and implementing programs to achieve these objectives. The study of Humanities through the many learning pathways offered, provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

DIGITAL TECHNOLOGY

The Learning Area of Digital Technology is committed to providing programs for students which prepare them for learning in the 21st Century and to equip them with the essential knowledge and skills needed to best prepare them for their VCE studies. The courses on offer in years 7, 8, 9 & 10 aim to develop students' Information Communication Technology (ICT) skills in areas of computer programming, website development, digital media manipulation and animation and foster enjoyment in the use of these skills. In addition, students are taught skills to become responsible digital citizens in an increasingly digital society.

The learning area of Digital Technology aims to provide programs that encourage students to develop the following:

- To develop students' computer skills ranging from the fundamentals to the skills required in making use of a networked, internet-enabled environment.
- Assist students in their ongoing skill development using common software applications and packages as they progress through their secondary education.
- Develop skills in using a variety of ICT hardware, equipment, and software effectively, efficiently, and responsibly.
- To appreciate the importance of ergonomics in constructing a safe ICT environment.
- To ensure students meet the requirements laid out in the Victorian Curriculum for Digital Technology and cross-curricula priorities.

The Learning Area of Digital Technology provides opportunities for all students to develop these necessary life skills, it also provides students in Years 10-12 with opportunities to undertake further study in VCE VET Certificate III in Information Technology.

LANGUAGES

The learning area of Languages is committed to providing French to develop effective and creative use of the wider range of communication skills in the target languages as well as broaden the students' horizons by introducing different cultures, leading to an understanding of the multilingual and multicultural world and foster enjoyment in the learning of a language.

The learning area of Languages aims to provide programs that accommodate students with the following skills to the best of their ability:

- To communicate effectively in speech and writing in the target language.
- To develop and refine receptive, productive and interactive use of the target language to enhance communication skills.
- To be aware of the cultures, history and geography of a country other than their own, and to compare this with their own country.
- To develop an appreciation of the visual and performing arts and literature in various forms and cultures.
- To appreciate and respect the views of others and the ways of life, culture and thought in communities where the language is used.
- To increase awareness of the multilingual and multicultural nature of Australia and other societies and provide experiences in the future use of the language in social and cultural activities, including leisure, work and study.

The learning area of Languages is responsible for developing and implementing programs to achieve these objectives. This includes the opportunity to enhance a student's skills in languages through offering VCE Units 1-4 in French.

MATHEMATICS

The learning area of Mathematics is committed to providing a Mathematics program that develops effective and confident use of the full range of mathematical skills and foster enjoyment in the use of these skills.

The learning area of Mathematics aims to provide programs that encourage students to develop the following skills to the best of their ability:

- To recognise the fundamental importance of mathematics to the functioning of society.
- To understand and appreciate the nature of mathematical thinking, the process by which mathematics changes and its cultural role.
- To understand the dynamic role of mathematics in social and technological change
- Mathematical skills and knowledge which will enable them to deal confidently and competently with daily life.
- To develop numeracy skills and knowledge to build on life skills that equip our students for employment, further study and utilizing skills through living daily the desired skills to make informed financial decisions throughout their life.
- To interpret and communicate quantitative and logical ideas accurately.

The learning area of Mathematics is responsible for developing and implementing programs to achieve these objectives. Through the use of an explicit teaching and differential model, the students work through problems based on the topic areas to develop mathematical proficiency in understanding, fluency, problem-solving, and reasoning. All students will develop their independent learning skills and habits including meta-cognition and knowing when and how to request assistance.

PERFORMING ARTS

The learning area of Performing Arts is committed to providing a program which develops informed and creative use of a range of drama, theatre and music skills - stemming from the areas of creating and making, exploring and responding, understanding the social and cultural contexts; and fostering enjoyment in the use of these skills.

The learning area of Performing Arts aims to provide programs, which encourage students to develop the following skills to the best of their ability:

- Enhance public performance skills and manipulate elements of technical/stage craft appropriate to their work.
- Enjoy personal satisfaction through aspiring to excellence in artistic achievement.
- Explore the dramatic potential of a range of stimuli.
- Develop meta-cognitive skills by means of performance.
- Create and appreciate aesthetic works and learn how to appropriately use voice according to the situation or context.
- Obtain cultural/historical knowledge and understanding, to make meaning of their immediate and extended world.

The learning area of Performing Arts is responsible for developing and implementing programs to achieve these objectives. Students will be introduced to different techniques across Years 7-9 that will eventually equip them with the knowledge and skills required at higher levels within the Senior phase of learning.

SCIENCE

The learning area of Science aims to stimulate, respond and nourish student's curiosity about the world in which we live. Through investigations, students explore the relationships between science, technology and society now and in the future.

The learning area of science aims to provide programs that encourage students to develop their understanding of key concepts through the application of scientific techniques. Students endeavour to:

- Explore similarities between, and diversity of, living things and their sustainable relationships with each other and their environment.
- Identify concepts related to matter, including properties and uses and the production of substances through chemical change.
- Use concepts linked to energy and force to explain physical phenomena.
- Appreciate the place of earth in time and space and interactions between earth and its atmosphere.
- Refer to scale in relating structure and function at the microscopic and macroscopic level.
- Use scientific understanding and processes to find answers to their questions.
- Consider ethical and safety issues during the design of experimental investigations including following safety procedures and practices.
- Analyse and interpret ideas, linking them with existing understanding.
- Explain concepts through the use of scientific models including communicating findings and ideas to others.

The learning area of Science aims to meet these objectives by presenting a curriculum that is broad based at junior level through to one involving the satisfaction of specific objectives at the senior level. Emphasis across subject offerings in the Learning Area of Science is placed on the application of student's knowledge and understanding through participating in a range of experimental investigations, self-design activities, and short research tasks.

TECHNOLOGY

The learning area of Technology is committed to providing a Technology program which develops a full range of skills that will enable the application of knowledge about design, equipment, materials and information to create useful products. Units are structured to foster enjoyment in the use of these skills. Technology education provides students with the knowledge and skills necessary for producing quality products that effectively either solve a problem or meet a need. In Technology education programs, students should experience the 'making or doing' part of technology as well as the designing that lies behind these productions.

The learning area of Technology aims to provide programs that encourage students to develop:
- A systematic and creative approach to generating technological solutions.

- A broader understanding of social, ethical, sustainable and environmental design considerations.
- The knowledge and skills to use a variety of equipment and resources.
- The understanding of the principles for safely operating equipment.
- The ability to explore and assess the past and potential consequences of using technology.
- A sense of self-confidence and self-sufficiency in dealing with technology.
- Research skills using a variety of resources with the intention of problem-solving within real contexts.

The learning area of Technology aims to meet these objectives by presenting a curriculum to achieve these objectives across the strands of Food and Technology, Textiles Technology, Product Design Technology (Wood), and Agriculture/Horticulture.

VISUAL ARTS

The learning area of Visual Arts is committed to providing a Visual Arts program that develops skills to enable expression and communication through experience, response and interpretation of visual forms and foster enjoyment in the use of these skills. The Visual Arts Learning Area aims to provide programs that encourage students to develop the intellectual and expressive potential of the student through aural, spatial, kinaesthetic, interpersonal, and visual experiences.

The ability for students to use and understand visual arts language by:

- Developing skills, technology, and processes that form the structure for the exploration and development of ideas as a basis for their personal expression.
- Develop abilities to present their artworks.
- Explore how different social and cultural groups engage in and convey meaning through their art.
- Skills in arts criticism and aesthetics through describing analysing, interpreting and evaluating their own and other work.

Students understand that art evolves within particular social and cultural contexts by:

- Developing an understanding of how visual arts reflect, construct, reinforce, and challenge values in different cultures.
- Studying visual arts from both historical and contemporary perspectives.

The learning area of Visual Arts aims to meet these objectives by developing and implementing programs to achieve these objectives through to enable Students to experiment with imaginative and innovative ways of using contemporary and traditional skills, techniques and processes.

7   REVIEW

This Policy has been reviewed by the College Curriculum Team and ratified by the Principal

Implementation Date: **September 2023**

Reviewed:

Next Review Date: **September 2024**