

Emmanuel College 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 Emmanuel College

- as part of the mission of Catholic education;
- mindful of our Marianist heritage, and;
- working in an environment of Gospel values:

the focus of our work is the growing and learning person. We aim for each student to achieve their personal best in all they undertake.

### Mission

Emmanuel College, sharing the mission of the Church and the principles of a Marianist education, with its devotion to Mary, the Mother of Jesus, delivers a Catholic secondary education, directed particularly to the young women and men from the parishes of the region, supporting all dimensions of their growth and learning; faith, intellectual, emotional, social, psychological and physical.

At Emmanuel College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from, and inherent in, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel (CECV Commitment Statement to Child Safety)

*The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n.9).*

Our values are underpinned by our commitment to bear witness to the following shared values as modeled by Jesus Christ and exemplified in the life of William Chaminade.

- **Justice**
- **Commitment & Endeavour**
- **Respect**
- **Honouring Diversity**
- **Responsibility**
- **Honesty**
- **Compassion**

The essence of the College is learning and teaching, with faith education and the safety of young people, as a primary focus.

The learning-teaching program, operating within the context of a learning community provides a curriculum that is challenging, ever-changing and suited to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy.

The curriculum seeks to develop a love of learning and enhance the capacity for life-long learning with an appropriate connection to work and industry.

The College's resources and facilities are upgraded and maintained so as to enhance learning and teaching.

The pastoral care structure and practices value and nurture the uniqueness of each individual within our community.

The discipline structures are designed to support student growth in self discipline and personal development as mature citizens of their family and the broader community.

## Purpose

We share the purposes of ensuring that our students are learning to:

- be women and men of faith;
- relate, participate and care;
- live full, healthy lives;
- create purposeful futures;
- act ethically;
- learn;
- think;
- engage with others;
- know and understand.

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 Emmanuel College 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 Emmanuel College we aim to

- provide a comprehensive curriculum that has relevance to students' everyday lives;
- provide opportunities for student input into the curriculum and evaluation;

- provide correlation between Learning Areas;
- create an atmosphere conducive to the recognition of excellence;
- provide learning experiences where students are encouraged to achieve their potential;
- create an atmosphere that promotes the development of self-worth;
- provide opportunities for students to question and form opinions of their own;
- provide opportunities for students to learn with and from each other in mixed ability groups;
- provide opportunities for all students to learn in a variety of learning environments;
- provide a physically attractive school environment;
- involve students in creating an attractive environment;
- create an atmosphere of acceptance and respect for others;
- communicate with parents regarding student progress;
- encourage students to behave in a manner consistent with Christian Values:
- encourage students to be responsible for their behaviour in a variety of situations;
- promote an understanding of the relationship between behaviour and its consequences;
- provide guidance regarding students' further educational and vocational opportunities;
- encourage staff participation in in service activities, to share information and expertise and to obtain information concerning changes in education and society.

## Scope

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

At Emmanuel College, 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

Effective development management of the learning and teaching process is based on responding to the learning needs of each individual. Teachers can, and do, make a difference – regardless of student social backgrounds and ‘intake’ characteristics, and whether or not they experience learning difficulties. Students taught by well-trained, strategically focused, energetic and enthusiastic teachers are fortunate indeed.

Learning and Teaching at Emmanuel involves two main strands - direct instruction and constructivist approaches - which are neither mutually exclusive nor independent. Both approaches have merit in their own right, provided that students have the basic knowledge and skills before engagement in ‘rich’ constructivist learning activities.

**Direct instruction** is a systematic method for presenting learning material in small steps, pausing to check for student understanding, and eliciting active and successful participation from all students.

Student achievement is also supported by teacher focus on further elements of **authentic learning**:

- Construction of knowledge (*Organise and Interpret information*)

- Disciplined inquiry (*Discipline/cross-disciplinary/Understanding and Thinking*)
- Value beyond school

Through learning and teaching which incorporates higher order thinking, resulting in deep knowledge.

Teachers use **Assessment for Learning** strategies to monitor student progress and develop teaching responses to individual learning needs as identified.

ESSENTIAL CAPACITIES	CULMINATING OUTCOMES We want our students to be:	KEY ELEMENT OUTCOMES
FAITH	People of faith grounded in Catholic life and tradition, as expressed in ethics, scripture, church history, the sacraments and worship	<b>Knowledge and Understanding</b> -- Understands the key dimensions of the Catholic tradition.
		<b>Reasoning and responding</b> – Is able to respond to the Catholic tradition and its call to the building up of the reign of God
		<b>Personal and communal engagement</b> —Lives by Gospel values embodied in the person of Jesus Christ through the faith community
THINKING	Inquiring and reflective thinkers able to reason, question, make decisions and solve complex problems. As reflective thinkers, they will be empathetic and able to make ethical decisions about issues, events and actions	<b>Inquiry</b> -- Understands the process of inquiry and uses appropriate techniques for posing questions, defining problems, processing and evaluating data, drawing conclusions and flexibly applying findings to further learning and to creating new solutions.
		<b>Reflective thinking</b> -- Understands that reflective thinking is a deliberate process affected by emotions and motivations, and that it is used to develop and refine ideas and beliefs and to explore different and new perceptions.
COMMUNICATING	Effective communicators able to create, communicate and convey ideas clearly and confidently, using the full range of symbolic systems. They will interact critically with communications created by others, interpreting linguistic, numerical and graphic information with judgment and discernment.	<b>Being literate</b> -- Understands, uses and critically evaluates non-verbal, spoken, visual and print communication practices of the world in which they live.
		<b>Being numerate</b> -- Understands and has the confidence and disposition to use the mathematical concepts and skills required to meet the demands of life.
		<b>Being information literate</b> -- Understands how to effectively access, interpret, transform, create, communicate, evaluate and manage information in ethical ways using a range of sources.
		<b>Being arts literate</b> -- Understands the purposes and uses of a range of arts forms – visual arts, media, dance, music, drama and literature, and how to make and share meaning from and through them. Uses with confidence and skill the codes and conventions of the art form best suited to their expressive needs.
PERSONAL FUTURES	Self-directed and ethical people, having a positive vision for themselves and their future, acting with moral autonomy and	<b>Building and maintaining identify and relationships</b> -- Understands the ways in which heredity, culture, community and personal choice shape identity and relationships and is able to build and maintain resilient, productive relationships.

	contributing to constructive futures for themselves and others in the light of Catholic tradition and values.	<b>Maintaining wellbeing</b> -- Understands the interdependence of the physical, mental, emotional, social and spiritual dimensions of wellbeing and knows how to make wise choices and contribute positively to the overall wellbeing of self and others.
		<b>Being ethical</b> -- Understands that to be ethical requires caring about the consequences of actions of self and others and that the quality of ethical judgments is based upon reasoning and the application of ethical principles shaped by Christian values.
		<b>Creating and pursuing goals</b> -- Understands how to create and set and review goals for life and how to work with others to achieve own and shared goals.
<b>SOCIAL RESPONSIBILITY</b>	<b>Responsible citizens</b> prepared to participate actively in a democratic community, valuing diversity and acting for a just and equitable society in the light of Catholic social justice teaching.	<b>Building social capital</b> -- Understands the interdependence of individuals, groups and social organisations and participates positively in the building of “good and just” communities.
		<b>Valuing diversity</b> -- Understands the interdependence of our world, values its diversity and acts for a more inclusive society.
		<b>Acting democratically</b> -- Understands and participates effectively in democratic decision-making processes and civic life.
		<b>Understanding the past and creating preferred future</b> -- Understands that investigating the past and reflecting on the present are essential to understanding self and others and creating preferred futures.
<b>WORLD FUTURES</b>	<b>World contributors</b> willing to consider in the light of Catholic values the consequences of scientific and technological innovations, make thoughtful decisions about their application, and act to maintain, protect and enhance local and global environments.	<b>Investigating the natural and constructed world</b> - Understands how to scientifically investigate the natural and constructed world, appreciating the tentative nature of knowledge and the value of creative, imaginative and speculative thinking.
		<b>Understanding systems</b> -- Understands the social, natural and constructed world is made up of a complex web of relationships or systems.
		<b>Designing and evaluating technological solutions</b> -- Understands how to design, make and critically evaluate products and processes in response to human needs and challenges.
		<b>Creating sustainable futures</b> -- Understands the environmental principles, ethical issues and Christian values involved in creating and working towards sustainable futures.

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, Emmanuel College will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Emmanuel College 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 Emmanuel College, 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 tables provide an outline of the learning areas and their timetabled fortnightly time allocations across Years 7-12.

### YEAR 7

Learning Area	Subject	Allocation per Cycle	Minutes per cycle	Elective or Core
Religious Education	Religious Education	4	320	Core
English	English	5	400	Core
English	Literacy	3	240	Elective
Mathematics	Mathematics	5	400	Core
Mathematics	Numeracy	3	240	Elective
Humanities	Humanities	5	400	Core
Science	Science	5	400	Core
The Arts	Art	3	240	Elective - 1 sem
The Arts	Music	3	240	Elective - 1 sem
Technology	DigiTech	3	240	Elective - 1 sem
System Technology	Wood	3	240	Elective - 1 sem
Physical Education	Physical Education	5	400	Core
Languages	Italian	3	240	Elective - 1 sem
Languages	Japanese	3	240	Elective - 1 sem

## YEAR 8

Learning Area	Subject	Allocation per Cycle	Minutes per cycle	Elective or Core
Religious Education	Religious Education	5	400	Core
English	English	5	400	Core
English	Literacy	3	240	Elective
Mathematics	Mathematics	5	400	Core
Mathematics	Numeracy	3	240	Elective
Humanities	Humanities	5	400	Core
Science	Science	5	400	Core
The Arts	Art	3	240	Elective - 1 sem
The Arts	Music	3	240	Elective - 1 sem
The Arts	Drama	3	240	Elective - 1 sem
System Technology	Electronics (SPC only)	3	240	Elective - 1 sem
System Technology	Food Tech (NDC only)	3	240	Elective - 1 sem
Physical Education	Physical Education	4	320	Core
Physical Education	Healthy Living	2	160	Core
Languages	Italian	3	240	Elective
Languages	Japanese	3	240	Elective

## YEAR 9

Learning Area	Subject	Allocation per Cycle	Minutes per cycle	Elective or Core
Religious Education	Religious Education	5	400	Core
English	English	5	400	Core
English	Literacy	4	320	Elective
Mathematics	Mathematics	5	400	Core
Mathematics	Advanced Mathematics	4	320	Elective
Mathematics	Numeracy	4	320	Elective
Humanities	Humanities	4	320	Core
Science	Science	4	320	Core
The Arts	Art	4	320	Elective
The Arts	Music	4	320	Elective
The Arts	Drama	4	320	Elective
Systems Technology	Robotics (SPC)	4	320	Elective
Systems Technology	Food Tech (NDC)	4	320	Elective
Systems Technology	Wood	4	320	Elective
Physical Education	Outdoor Education	4	320	Elective
Physical Education	Physical Education	3	240	Core
Physical Education	Healthy Living	2	160	Core
Languages	Italian	4	320	Elective
Languages	Japanese	4	320	Elective
Information Technology	Digital Technology	4	320	Elective

## YEAR 10

Learning Area	Subject	Allocation per Cycle	Minutes per cycle	Elective or Core
Religious Education	Religious Education	5	400	Core
English	English	5	400	Core
Mathematics	Mathematics	5	400	Core
Humanities	Humanities	5	400	Core
Humanities	Commerce	5	400	Elective
Science	Science	5	400	Core
Science	Biology 1/2	5	400	Elective
The Arts	Art	4	320	Elective
The Arts	Visual Communications	5	400	Elective
The Arts	Music	5	400	Elective
The Arts	Drama	5	400	Elective
Systems Technology	System & Design Eng (SPC only)	5	400	Elective
Systems Technology	Food Technology (NDC only)	5	400	Elective
Physical Education	Physical Education	5	400	Core
Languages	Italian	5	400	Elective
Languages	Japanese	5	400	Elective
Information Technology	Digital Technology	5	400	Elective
Information Technology	CISCO (SPC only)	5	400	Elective



## YEAR 11

Learning Area	Subject	Allocation per Cycle	Minutes per cycle	Elective or Core
Religious Education	Religious Education	5	400	Core
English	English	5	400	Core
English	Literature	5	400	Elective
English	EAL	5	400	Elective
Mathematics	Mathematics Methods	5	400	Elective
Mathematics	General Mathematics	5	400	Elective
Mathematics	Specialist Mathematics	5	400	Elective
Humanities	Accounting	5	400	Elective
Humanities	Economics	5	400	Elective
Humanities	Legal Studies	5	400	Elective
Humanities	History	5	400	Elective
Humanities	Business Management	5	400	Elective
Science	Biology	5	400	Elective
Science	Chemistry	5	400	Elective
Science	Physics	5	400	Elective
Science	Psychology	5	400	Elective
The Arts	Theatre Studies	6	480	Elective
The Arts	VET Music Industry	6	480	Elective
The Arts	Visual Communications	5	400	Elective
The Arts	Studio Arts	5	400	Elective
Digital Technology	Computing	5	400	Elective
Technology	Systems Engineering	5	400	Elective
Technology	Food Studies (NDC only)	5	400	Elective
Languages	Japanese	5	400	Elective
Languages	Italian	5	400	Elective
Physical Education	Physical Education	5	400	Elective
Physical Education	VET Sport & Recreation	5	400	Elective
Physical Education	Health & Human Development (NDC only)	5	400	Elective
VCAL	VCAL Literacy	8	640	Core
VCAL	VCAL Numeracy	8	640	Core
VCAL / Religious Education	VCAL Religious Education	5	400	Core
VCAL	VCAL PDS	5	400	Core

## YEAR 12

Learning Area	Subject	Allocation per Cycle	Minutes per cycle	Elective or Core
Religious Education	Religion & Society	6	480	Elective
English	English	6	480	Core
English	Literature	6	480	Elective
English	EAL	6	480	Elective
Mathematics	Mathematical Methods	6	480	Elective
Mathematics	Further Mathematics	6	480	Elective
Mathematics	Specialist Mathematics	6	480	Elective
Humanities	Business Management	6	480	Elective
Humanities	Accounting	6	480	Elective
Humanities	Economics	6	480	Elective
Humanities	Legal Studies	6	480	Elective
Humanities	History	6	480	Elective
Science	Biology	6	480	Elective
Science	Chemistry	6	480	Elective
Science	Physics	6	480	Elective
Science	Psychology	6	480	Elective
The Arts	VET Music Industry	6	480	Elective
The Arts	Visual Communications	6	480	Elective
The Arts	Studio Arts	6	480	Elective
Digital Technology	Software Development	6	480	Elective
Technology	Product Design Technology	6	480	Elective
Technology	Systems Engineering (SPC only)	6	480	Elective
Technology	Food Studies (NDC only)	6	480	Elective
Languages	Italian	6	480	Elective
Languages	Japanese	6	480	Elective
Physical Education	Physical Education	6	480	Elective
Physical Education	VET Sports & Rec 3/4	6	480	Elective
Physical Education	Health & Human Development (NDC only)	6	480	Elective
VCAL	VCAL Literacy	6	480	Core
VCAL	VCAL Numeracy	6	480	Core
VCAL	VCAL PDS	5	400	Core

## 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:

- Victorian Curriculum F–10 Frameworks.
- MACs Religious Education Scope and Sequence: Religious Education Curriculum Framework.
- Curriculum Policy.
- Assessment and Reporting Policy.

Emmanuel College has a curriculum renewal schedule to ensure that all Learning Areas are meeting the obligations set out in National, State and Diocesan documents. Furthermore, the review enables us to determine the achievement of the College Strategic Plan and assess teacher practice in relation to the targets set for pedagogical change. The curriculum of the College is reviewed in a cycle of three years. The review and renewal process involves each Learning Area auditing the learning and teaching programs offered at the College against the College Improvement Plan. The key areas for review are:

- Delivery of the Victorian Curriculum for the discipline domain;
- Delivery of the Victorian Curriculum General Capabilities;
- Delivery of the VCE against the requirements as specified in the Study Designs;
- The personalisation of learning;
- The use of data to inform the student learning program;
- Teacher practice in the delivery of all programs.

This process is managed by the relevant Learning Leader.

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

Emmanuel College Staff Handbook – Section 7 Teaching & Learning