

Mazenod College

Curriculum Plan



Mazenod 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).

Curriculum and learning policy

Vision

Mazenod College is a Catholic College served by the Religious Congregation called the Oblates of Mary Immaculate. The Oblate Spirituality is inspired by St Eugene de Mazenod and provides the foundation of Catholic life lived at the college.

Mazenod College is committed to the pursuit of excellence in the intellectual, social, moral, spiritual and cultural development of each student according to his unique capacity. Religious Education is a core component, emphasising social awareness, compassion for those left out and a desire for a more just society.

The curriculum of the College is oriented towards this development of the whole person, with a focus on academic excellence, personal growth, and genuine pathways that promote the dignity and agency of every student.

Mission

Mazenod college aims to provide each student with a full and engaging curriculum tailored to his individual learning and vocational pathway.

The Curriculum framework at Mazenod College recognises that young men have particular learning needs. Drawing on research commissioned by the International Boys School Coalition, of which the College is an active member, Dr Michael Reichart and Dr Richard Hawley have identified the core elements for boys' learning. Boys are relational learners and 'learn' their teachers – they choose to learn based as much on teachers as on subjects. Positive and authentic relationships between staff and students, centred around "conversational learning" and founded in mutual respect, are therefore fundamental to what Mazenod does.

Purpose

This policy outlines not only the organisational framework out of which the curriculum arises, but also the research base underpinning the teaching and learning approach at Mazenod College. This policy provides all stakeholders an overview of the learning opportunities offered to students, with a focus on academic breadth and sequential pathways. Stakeholders include teachers, students, families, and administrators.

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>. In senior years, Mazenod College offers the Victorian Certificate of Education (VCE) program, in both its

ATAR and Vocational pathways. The curriculum at this level is determined by the Victorian Curriculum and Assessment Authority (VCAA).

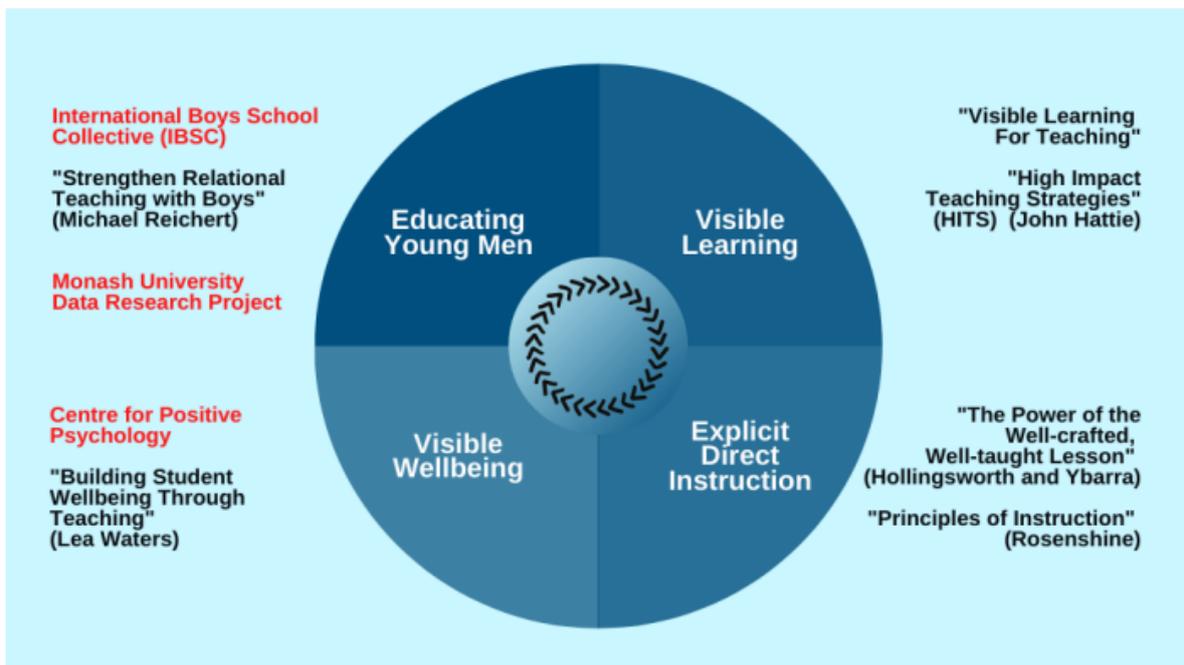
The Victorian Curriculum F–10 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop, in addition to discrete discipline knowledge and understanding, a set of skills, behaviours and dispositions, or general capabilities, that apply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

The Mazenod 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, the VCE, 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

The principles underpinning this policy are more fully explained in the *Learning at Mazenod* framework for learning and teaching document available on the College Website. This document is summarised in the figure below.



Ultimately, the guiding principles of the Mazenod College curriculum plan are that the curriculum offered to each student:

- Recognises the dignity of the person,
- Provides opportunities for academic excellence,
- Provides a range of pathways appropriate to the individual student,
- Offers a broad range of academic and vocational experiences such that students may discover and develop their skills and interests.

Scope

Our school curriculum defines what students have the opportunity to learn as a result of their schooling at Mazenod College.

As an Oblate school, the Mazenod 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. Inspired by St Eugene De Mazenod, Mazenod College teachers and students are encouraged to see themselves and others “through the eyes of God”. Our learning community fosters the conditions for students to have a strong voice in the learning pathways they take, allowing them to make decisions about what they need to know and when.

Implementation

Mazenod College will implement the curriculum by closely aligning subject, unit, and lesson plans to the relevant curriculum frameworks. Furthermore, the College will aim to:

- Maintain close ties with relevant tertiary institutions, vocational bodies, and curriculum authorities to ensure students have exceeded required entrance requirements for future pathways,
- Empower teaching staff to understand and work within the relevant curriculum frameworks through regular professional learning opportunities,
- Encourage staff to be active members of industry associations, VCE marking panels, and other relevant curriculum bodies.

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. This process is encouraged and supervised by faculty coordinators under the direction and the Deputy Principal, Learning and Teaching, and the Deputy Principal, Curriculum and Staffing.

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. Mazenod College will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies. To this end, the College utilises data platforms such as TrackOne, EdQuire, and our Learning Management System (MazCom) to provide real-time data to students, teachers, pastoral administrators, and parents. This process is supported by a team working under the leadership of the Dean of Data, Systems, & Analysis and the Deputy Principal, Learning and Teaching.

Mazenod College also takes 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 Mazenod College as it reflects our unique character of Catholic identity and focus as a Catholic school in the tradition of the Oblates of Mary Immaculate. The primary source for developing our Religious Education program is the Religious Education Curriculum Framework, developed by our governing body MACS.

In senior years, VCE ATAR students undertake either a sequence VCE Religion and Society or a VCE VET Certificate III in Christian Ministry and Theology. Our VCE Vocational students complete a dedicated religion subject as part of their personal development competencies. This central place of religion in the academic life of our senior students underpins the importance of spiritual and theological development in our curriculum.

Whole-school curriculum plan and time allocation

This brief overview should be read in conjunction with the [College Subject Selection Guide](#) which outlines all subjects in depth.

Mazenod College provides an impressive range of subject offerings at all levels from 7-12. At 7-10 the core subjects include:

- Religious Education
- English
- Mathematics
- Science
- History

Core subjects are each allocated between 140-200 minutes of class time per week depending on timetable and year level requirements.

In addition, in Years 7-10 students are offered subjects from the following disciplines:

- Visual Arts
- Performing Arts
- Design Technologies
- Digital Technologies
- Commerce
- Physical Education
- Languages (Japanese, Italian, and Chinese Mandarin)
- Humanities
- Music
- Careers Investigations

In senior years, Mazenod College offers a full range of 37 VCE and VET subject offerings and a full range of foundational subjects. These are organized into 18 pathways that students can adopt or adapt to their own educational needs. Again, readers are directed to the [College Subject Selection Guide](#) for regularly updated information on this expanding list of subject offerings.

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:

- Mazenod College Teaching and Learning Policy
- Mazenod College Religious Education Scope and Sequence: Religious Education Curriculum Framework
- Victorian Curriculum F–10
- Relevant VCE and VET curriculum designs

Evaluation

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

School policies/references

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