

Nazareth 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.

VISION

He returned to Nazareth, and became strong, filled with wisdom; and the favour of God was upon Him.
-(Luke 2:45)

Nazareth College is a learning community centered on the person of Jesus Christ.

Through learning and teaching in the Catholic tradition we foster a culture of faith, wisdom and knowledge.

Raising the Bar for Excellence in Education

MISSION

Through learning and teaching in the Catholic tradition, Nazareth College creates a nurturing faith-centred and hope-filled Community, inspired by the teachings of Jesus when Faith, Wisdom and Knowledge are at the core of our aspirations.

We continually strive to:

- Provide quality education in the Catholic tradition that challenges, supports and empowers students to explore and reach their full potential;
- Develop a connectedness and awareness of God in our lives and a Catholic Faith that is informed by scripture, tradition and the regional parish communities;
- Develop in our students a love of learning leading to great Wisdom and an abundance of Knowledge;
- Foster an inclusive and safe environment;
- Build authentic partnerships between the College, families and the wider community.

Nazareth College is a community of Faith, Wisdom and Knowledge where students and staff have a great understanding of, and commitment to, what it means to belong to a Catholic school and where Social Justice is an expression of our Catholic faith. Our aim is to become the 'School of Choice' for our surrounding community. In doing so, we hope the College will continue to grow in Faith, Wisdom and Knowledge now and into the future. Students at Nazareth College focus on what it means to be the Holy Family of Nazareth and take it upon themselves to help those in need and to do something that helps others

PURPOSE

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 Nazareth 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.

SCOPE

Our school curriculum defines that all students have the opportunity to learn as a result of their schooling at Nazareth College. At Nazareth 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

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

Nazareth 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 Nazareth 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 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.

Learning Areas	Recommended Time Allocated
English <ul style="list-style-type: none"> • Reading & Viewing • Speaking & Listening • Grammar & Spelling • Writing 	2 hours daily (total time should not be less than 10 hours weekly on average over the course of a school year and may vary across year levels) 75 minutes per week (15 minutes daily)
Mathematics <ul style="list-style-type: none"> • Number & Algebra • Measurement • Geometry • Statistics & Probability 	1 hour daily (total time should not be less than 5 hours weekly on average over the course of a school year)
Religious Education	2.5 hours weekly
Health & Physical Education	2.5 hours weekly
Arts	1-hour weekly
Humanities <ul style="list-style-type: none"> • Civics & Citizenship • Economics • Geography • History Science <ul style="list-style-type: none"> • Science as a Human Endeavour • Earth Science • Biological Science • Chemical Science • Physical Science Technology <ul style="list-style-type: none"> • Design & Technology • Digital Technologies 	2 hours and 15 minutes weekly The learning areas of Humanities, Science, Health & Physical Education, and Technology will be taught, ensuring an average of 3 hours weekly over the course of a school year. This is through the focus of the integrated unit of work using an inquiry approach developed under the Nazareth College Conceptual Framework.
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 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:

- Nazareth College policies for each of the learning areas
- Nazareth College Religious Education Scope: 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

- Personalised Learning & Support
- Teaching & Learning
- Learning Diversity Policy
- Assessment & Reporting
- Examinations
- Homework
- Promotions