St Mary's College Curriculum Plan Overview

St Mary's College is a college which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by MACS Specialist Schools Ltd, a subsidiary of Melbourne Archdiocese Catholic Schools Ltd (MACS).

Curriculum and Learning Policy

Vision

A faith community shaping the formation of empowered, inquiring students.

Mission

Our College mission integrates our key values of Empowerment, Inclusion, Independence and Resilience with our knowledge of the explicit needs of deaf and hard of hearing students and the values intrinsic to Catholic Faith.

Empowerment: Empowering deaf and hard of hearing students to lead themselves as strong and confident contributors to their school community.

Inclusion: Promoting inclusive learning environments that celebrate diversity, acknowledge human rights and commit to the social justice central to the Catholic faith.

Independence: Fostering self-sufficient, capable deaf and hard of hearing students actively setting and achieving their own goals.

Resilience: Building resilient deaf and hard of hearing young people capable of dealing with life's challenges, maintaining positive relationships and holding a healthy sense of their own identity.

Purpose

The St Mary's 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. It also incorporates the Iowa *Expanded Core Curriculum for Deaf and Hard of Hearing Students*, adapted to the context of the Victorian Curriculum. The Learning Areas of the *Expanded Core Curriculum for Deaf or Hard of Hearing Students* are designed to address the needs of students with a hearing loss to support their access to the Victorian Curriculum, and builds upon the understanding that hearing loss adds a dimension to learning that often requires explicit teaching.

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 the heart of our curriculum are our values Empowerment, Inclusion, Independence and Resilience and from these segments our Teaching and Learning Map is designed to build high quality learning opportunities for students.

Accredited Curriculum Overview

Foundation to Year 10

The Victorian Curriculum F–10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–10 and 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.

The Victorian Curriculum F–10 can be found here:
http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx

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

Years 11 and 12

MACS schools delivering courses to senior secondary students are required to follow the requirements and regulations set out by the Victorian Curriculum and Assessment Authority (VCAA). This applies to the Victorian Certificate of Education (VCE), the VCE Vocational Major (VM), the Victorian Pathways Certificate (VPC), the Victorian Certificate of Applied Learning (VCAL) (according to the VCAA's 2023 teach out arrangements) and Vocational Education and Training (VET). Any MACS school offering other accredited curriculum frameworks where approval has been granted by the governing authority (MACS) and authorisation gained by the relevant authority for delivery in MACS schools, such as the International Baccalaureate (IB), is required to follow the regulations set out by the relevant authority/authorities.

Scope

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

At St Mary's College, the 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 curriculum design process, allowing them to contribute to decisions about what they need to know and when.

St Mary's College currently operates educational programs from six sites. This is enabled through an agreement with five Melbourne Archdiocese Catholic Schools (MACS) and Salesian College Sunbury. Each of these schools (hosts) provides St Mary's College with space within one of their buildings from which to operate. A partnership (Campus Collaborative Agreement) is entered into with each of the six schools with a common intent of providing an integrated educational experience for St Mary's College students. Students attending each campus are included on their Learning Management systems and

places are made available for students to join in all classes and extracurricular activities as offer to their own students.

St Mary's College works in partnership with the following schools in the planning and delivery of the curriculum:

- Holy Trinity Primary School Wantirna South,
- Marymede Catholic College South Morang,
- Salesian College Sunbury,
- Thomas Carr College Tarneit,
- Aquinas College Ringwood and
- St John's Regional College Dandenong

St Mary's College students are provided with access to the curriculum through an individualised course of study planned through collaboration with the student (where appropriate), parents and St Mary's teachers annually. This course of study is documented through the student's Individual Learning Plan (ILP). Some areas of the curriculum are delivered by our partner school teachers, some planned and delivered in combination with St Mary's College teachers of the deaf and some directly by St Mary's College teachers of the deaf. This sharing of the curriculum in an inclusive manner enables a breadth of subject offerings and learning experiences to our deaf and hard of hearing students that would otherwise not be possible.

Curriculum Content

St Mary's College will take inspiration from the *Horizons of Hope* education framework. This framework supports MACS 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 Religious Education, Leadership, Wellbeing and Diversity.

Religious Education has a central place in the teaching and learning program at St Mary's College as it reflects our unique character of Catholic identity and focus as a MACS school. The primary source for developing our religious education program is the MACS Religious Education Curriculum Framework.

The school implements the Victorian Curriculum F–10 in order to provide students with a comprehensive teaching and learning program across the year levels with age-appropriate content, sequential learning patterns and interrelated aspects of the content and skills of the desired learning capabilities. Refer to the *Horizons of Hope Foundation Statement – Pedagogy in a Catholic School*. The Victorian Curriculum can be found here: Victorian Curriculum F–10.

All content is developed using the following documents:

- St Mary's and our partner schools Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Mary's and our partner schools' policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy

The school's learning and teaching program is the school-based plan for delivering this common set of knowledge and skills in ways that best use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, St Mary's will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Whole-school Curriculum Plan and Time Allocation

Curriculum overview – Foundation to Year 10

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units or electives (as in the case for Years 7–10). The recommended weekly time allocations are in line with recommendations of the educational authorities and are averages of curriculum implementation which may span across the two-year cycle. Furthermore, multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

Time allocation listed are starting points for all students. However, there is adequate provision to be flexible and responsive to the individual learning needs of each student. A set of procedures as outlined below, is used to modify time allocations to the various learning areas.

In order to ensure St Mary's College students have access to the full range of curriculum, the following procedures will be followed regardless of the campus the student attends.

1. In each term 4 PSG/SSG meeting (or prep transition meeting), teachers, parents/guardians and students (secondary year levels) will plan the following years course of study based on the full curriculum as offered to students of their partner school peers.
2. The student's current levels of learning, strengths, goals and interests will be considered in determining how much of the Expanded Core Curriculum will be required to be taught in order to access and succeed in all areas of the curriculum but most importantly, English, Mathematics and Science.
3. A reduction in some areas of the curriculum as offered to students of their partner school peers will be determined in order to increase access to the Expanded Core Curriculum. Given the ongoing difficulty that deaf and hard of hearing students have in developing their English skills (written and spoken), withdrawal from LOTE to focus on English language and literacy is common.
4. Teachers of the deaf will consider further adjustments to content and sequence based on the learning needs of the student. If the adjustments required relate to an integrated class, the teacher of the deaf will work with the subject/class teacher in adjusting the content for the St Mary's College student.

Note: The VRQA may exempt a school from addressing one or more of the learning areas if the school is a specialist school.

Foundation to Year 6

Learning Area	Min hours per week	Content Planning
English (Reading, Writing, Speaking & Listening) *Receptive & Expressive Language Communication*	11	Teacher of the Deaf &/or Classroom teacher
Mathematics	5	Classroom teacher
Inquiry (Science, Humanities, Social Sciences, Technology)	2	Teacher of the Deaf & Classroom teacher
The Arts (Visual, Performing)	1.5	Classroom teacher
Health and Physical Education	2	Classroom teacher

Religious Education	2.5	Classroom teacher
Languages - LOTE	0	
Expanded Curriculum for Deaf & Hard of Hearing (auditory skills, speech development, Social-Emotional Learning)	1	Teacher of the Deaf
Total	**25**	

Year 7 to Year 10

Learning Area	Min hours per week	Content Planning
English (Reading, Writing, Speaking & Listening)	3.5	Teacher of the Deaf &/or Subject Teacher
Mathematics	3.5	Subject teacher
Sciences (inc Physics, Chemistry, Biology)	2.5	Subject teacher
Humanities & Social Sciences	2.5	Subject teacher
The Arts (Visual, Performing)	3.5	Subject teacher
Health and Physical Education	2.5	Subject teacher
Religious Education	2.5	Subject teacher
Technologies	2	Subject teacher
Languages - LOTE	0	
Expanded Curriculum for Deaf & Hard of Hearing (auditory skills, speech development, language, Social-Emotional Learning, Careers)	2.5	Teacher of the Deaf
Total	**25**	

Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. It is expected that the knowledge and skills defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

Many of the capabilities as they relate to students who are deaf and hard of hearing are explicitly taught through the *Expanded Core Curriculum*. The four capabilities of the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Curriculum Overview – Years 11 and 12

In 2023, Victoria is moving to a new integrated senior secondary certificate. This will bring together the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

In 2023, there will be two ways to obtain the VCE. Students can choose to enrol in the VCE or the VCE Vocational Major (VM). Students currently studying Senior VCAL or Intermediate VCAL can transfer to the VCE VM with credit for completed subjects. For students not yet ready or unable to undertake the VCE or the VCE VM, the Victorian Pathways Certificate (VPC) is a new flexible option. Students currently studying Foundation VCAL can transfer to the VPC with credit for completed subjects. Foundation VCAL students can also transfer to the VCE VM**.**

In 2023 only, eligible Year 12 students are also able to undertake Intermediate VCAL. Eligible students are Year 11 students who are enrolled in Foundation VCAL or Intermediate VCAL in 2022.

Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from VET qualifications. The VCE opens pathways to university, high-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.

To be eligible to receive the VCE, students must satisfactorily complete a minimum of 16 units which must include:

- three units from the VCE English group, including a Unit 3–4 sequence
- at least three other sequences of Unit 3–4 VCE studies, which can include further sequences from the VCE English group.

VCE Vocational Major (VCE VM)

The VCE VM is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM is a good pathway for students into an apprenticeship, traineeship, further study or directly into a job. It includes specified VCE VM units, VCE units and VET.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units which must include

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- two VET credits at Certificate II level or above (180 nominal hours)
- a minimum of three other Unit 3–4 sequences.

Victorian Certificate of Applied Learning (VCAL) (according to the VCAA's 2023 teach out arrangements)

To support the introduction of the VCE VM and the VPC, the VCAA has released teach out arrangements for 2023. The transition period allows Intermediate VCAL to be awarded to eligible Year 12 students in 2023. Eligible students are Year 11 students who are enrolled in Foundation VCAL or Intermediate VCAL in 2022.

The VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training

(VET) including Further Education (FE) qualifications from within the AQF, and VCE studies. To be awarded the Intermediate VCAL qualification in 2023, Year 12 students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand: one credit is required for Literacy Skills and one credit is required for Numeracy Skills
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- a minimum of two VCAL units, one of which must be a VCAL Personal Development Skills unit at level
- curriculum components to the value of six credits at the level of the VCAL award or above – one of which must be for Literacy Skills.

Victorian Pathways Certificate (VPC)

The VPC is an accredited foundation secondary qualification that aligns to Level 1 in the Australian Qualifications Framework (AQF). The VPC is not a senior secondary qualification, but it can be a pathway to VCE or the VCE VM for students in Years 11 and 12 who are not yet ready or able to complete the VCE or the VCE VM. The VPC has a flexible duration depending on a student's individual learning plan; it may be completed in a minimum of 12 months.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE VM studies and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate I or above level and receive structured workplace learning recognition.

Vocational Education and Training (VET)

Recognition of VET within the VCE, VCE VM, VCAL (according to the VCAA's [2023 teach out arrangements](#)) and VPC, ensures that students who complete all or part of a nationally recognised VET (including Further Education) qualification may receive credit towards satisfactory completion of the VCE, VCE VM, VCAL or VPC. MACS schools are required to have appropriate courses, assessment, reporting and administrative processes in place to ensure students undertaking a VCE, VCE VM, Intermediate VCAL (according to the VCAA's [2023 teach out arrangements](#)) or VPC program, including VET courses, have access to the necessary teaching and learning programs. The VCAA's *Administrative Handbook* and the specific VCE study designs, VCE VM study designs, VCAL curriculum documents (according to the VCAA's [2023 teach out arrangements](#)), VPC curriculum designs and VET units of competency set out the teaching, learning and assessment requirements for all schools.

Implementation

The curriculum is designed and delivered from whole-school to year 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.

The Curriculum Plan "reinforces every student's entitlement to rigorous, relevant and engaging learning experiences across all areas of the curriculum and that students have access to comparable

opportunities and choices in their education" (*Guidelines for Students with Disabilities*, Victorian Curriculum and Assessment Authority 2016).

For DHH children, limited access to auditory input and spoken language during early childhood years results in a range of learning challenges for DHH students that linger throughout their 13 years of schooling. A delay in the development of literacy skills, language, social skills and executive function are the most significant barriers to curriculum-based learning. To meet the learning needs and goals of DHH students, appropriate teaching and learning programs, based on the Victorian Curriculum F-10 complimented by the Expanded Core Curriculum is required.

In responding to this expanded program of learning, there is a need for flexibility in the allocation of time to each learning area. Teachers may also need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different from that taught to others in their class. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

Our tiered approach to educating and supporting our students involves full participation and immersion in our partner school classes to personalised study courses that divides time between mainstream classes and specialist teaching and therapy. Our deaf and hard of hearing students are supported by an interdisciplinary team of qualified Teachers of the Deaf, Speech Language Therapists and Education Support Staff. Our onsite teams work directly with students who guide and support mainstream teachers and our partner school programs as needed.

Our teaching strategies follow evidenced-based practice, so our approach is supported by scientific research that demonstrates how effective our strategies will be. We teach skills and knowledge based on student understanding and assessments and provide a clear, visible learning sequence.

Learning assessments are an integral part of the educational experience allowing our teachers and therapists to continually assess and review student progress and know exactly what each student needs to help them continually develop, learn and grow.

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

- Aquinas College curriculum policies and plans
- Holy Trinity Primary curriculum policies and plans
- Marymede Catholic College curriculum policies and plans
- St John's Regional College curriculum policies and plans
- Salesian College Sunbury curriculum policies and plans areas
- Thomas Carr College curriculum policies and plans
- The Religious Education Scope and Sequence: Religious Education Curriculum Framework of each partner school
- Victorian Curriculum F–10
- Expanded Curriculum for Deaf and Hard of Hearing Students
- St Mary's College Prep to 12 Curriculum Structure
- SMC Student Learning Plan Overview

- Subject Handbooks for each year level as offered at each partner school.
- Assessment and Reporting policy
- VCE/VM/VPC Handbook for each senior secondary provider school.
- Statement of Philosophy

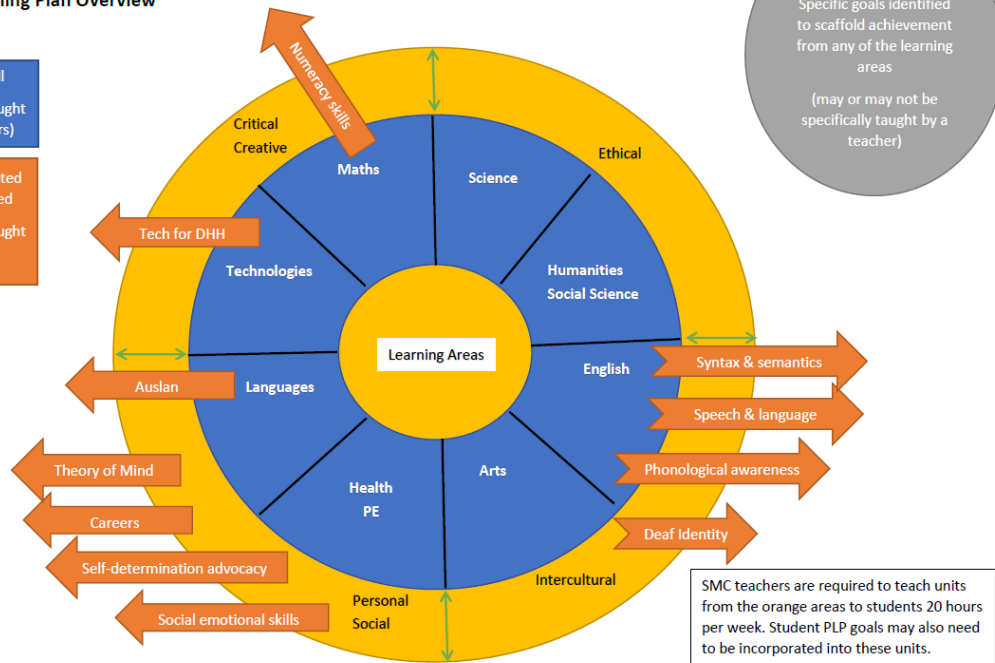# Scope and Sequence – St Mary's College Learning and Teaching Program

Course outlines for each partner school are available through their websites or online parent portals.

Partner School Subjects	F - 6	7 -9	10	11	12	Award/qualification
Literacy	Literacy	English or EAL	English or EAL or Foundation	VCE Unit 1/2 English	VCE Unit 3/4 English	VCE (scored)
				VCE Unit 1/2 EAL	VCE Unit 3/4 EAL	
				VCE VM Unit 1/2 Literacy	VCE VM Unit 3/4 Literacy	VCE (unscored)
				VPC Unit 1/2 Literacy	VPC Unit 3/4 Literacy	
	Numeracy	Maths	Maths general or Methods	VCE VM Unit 1/2 Numeracy	VCE VM Unit 3/4 Numeracy	
				VPC Unit 1/2 Numeracy	VPC Unit 3/4 Numeracy	VCE (Vocational Major) Certificate
	Science	Science	Science	VCE Unit 1/2 subjects	VCE Unit 3/4 subjects	
	Health / PE	Health / PE	Health / PE	VCE VM Unit 1/2 Personal Dev	VCE VM Unit 3/4 Personal Dev	
	The Arts	The Arts	The Arts	VPC Unit 1/2 Personal Dev	VPC Unit 3/4 Personal Dev	Victorian Pathways Certificate
	Humanities	Humanities	Humanities	VCE VM Unit 1/2 Work Skills	VCE VM Unit 3/4 Work Skills	
	Technologies	Technologies	Technologies	VPC Unit 1/2 Work Skills	VPC Unit 3/4 Work Skills	
	Languages	Languages	Languages			
	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	
			VCE Unit 1/2 subjects	VCE Unit 3/4 subjects		
Other Providers			VET certificate subject	VET certificate subject	VET certificate subject	Cert II or Cert III
St Mary's College Subjects	Literacy Enhancement	Literacy Enhancement	Literacy Enhancement	Literacy Enhancement	Literacy Enhancement	
	Listening Skill Dev	Listening Skill Dev	Careers Education	Careers Education	Careers Education	
	Speech Production	Speech	Speech	Speech	Speech	
	Languages (Auslan)	Languages (Auslan)	Languages (Auslan)			
	Personal & Social Dev	Personal & Social Dev	Personal & Social Dev	Personal & Social Dev	Personal & Social Dev	
	Modified (any partner school subject)	Modified (any partner school subject)	Modified (any partner school subject)	Modified (any partner school subject)	Modified (any partner school subject)	

*Students can choose a total of 25 hours per week of any combination of subjects as per their year level *(subject to timetable allotments)*.

* Minimum hour requirements for Foundation to year 10 are required for English (10), Maths (5), RE (2.5)

*Minimum unit competition is required to be awarded a senior qualification

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Director, Learning and Regional Services
Approval date	November 2022
Risk rating	High
Date of next review	November 2024

POLICY DATABASE INFORMATION	
Related documents	
Superseded documents	School Curriculum Plan Overview – v1.0 – 2021
New policy	