Melbourne Archdiocese Catholic Schools

Curriculum Procedures
Years 7–10

1. Purpose

This procedure outlines the requirements for whole school curriculum planning, implementation and delivery in order to:

- Ensure MACS schools meet all relevant regulatory and legislative requirements and provide evidence of documentation.
- Ensure that in meeting these requirements schools are faithful to the vision and purpose of the MACS 2030 strategic plan.

2. Scope

This procedure applies to all Year 7–10 school leaders, teachers, and staff responsible at Padua College for the planning, implementation and delivery of the whole school curriculum. This procedure provides guidance for delivering the Victorian Curriculum F–10 in order to meet the minimum standards for schools as set out in the *Education and Training Reform Act* 2006 (Vic) (ETR).

3. Procedures

The learning and teaching program at Padua College is our whole school plan for delivering a common set of knowledge and skills in ways that best use local resources, expertise and contexts. Our learning and teaching program is guided by and aligns with the following documents and frameworks:

- Statement of Philosophy (as mandated by the Victorian Registration and Qualification Authority)
- Religious Education Curriculum for the Archdiocese of Melbourne
- Victorian Curriculum F–10
- MACS Curriculum, Assessment and Reporting Policy
- MACS Vision for Engagement (VFE)
- MACS Vision for Instruction (VFI)

Religious Education is central to our program, reflecting our Catholic identity and commitment as a MACS school.

4. School Commitment

At Padua College, we implement the Victorian Curriculum to provide students with a comprehensive and cumulative educational experience from Year 7 to Year 10, by substantially addressing the eight key learning areas, along with the four capabilities as set out in the Victorian Curriculum F–10, and the Religious Education Curriculum for the Archdiocese of Melbourne.

Our learning and teaching program is designed to offer age-appropriate content, sequential learning, and interconnected aspects of content and skills to develop desired learning capabilities and outcomes.

5. Whole School Curriculum Plan
5.1 Overview

Our whole school curriculum plan focuses on covering all learning areas and capabilities. The weekly time allocations align with MACS recommendations (see section 1.1) and represent average curriculum implementation over a two-year cycle. Additionally, multiple learning areas are often combined into a single unit rather than being taught as separate subjects.

Years 7–8

- Substantial attention to Religious Education Curriculum Framework for the Archdiocese of Melbourne.
- A structured teaching and learning program in English, Mathematics and Science at each year level.
- Substantial attention to Health and Physical Education.
- A Languages program.
- A Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship, and Economics and Business.
- An Arts program that in Years 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts.
- A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies.
- A learning program that includes in each two-year band of schooling each of the capabilities: Critical and Creative Thinking, Ethical, Intercultural and Personal and Social Capability.

Years 9–10

- Substantial attention to Religious Education Curriculum Framework for the Archdiocese of Melbourne.
- A structured teaching and learning program in English, Mathematics and Science at each year level.
- A Health and Physical Education program.
- A Languages program.
- A Humanities program that includes in this band of schooling History, Geography, Civics and Citizenship, and Economics and Business.
- An Arts program that includes in this band of schooling learning in at least one Arts discipline.
- A Technologies program that includes in this band of schooling both Design and Technologies and Digital Technologies.
- A learning program that includes in the two-year band of schooling each of the capabilities: Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social Capability.

5.2 Time Allocation

The times below indicate the fortnightly proportion of curriculum time per learning area, based on MACS recommendations.

Table 1.1 Indicative Hours Per Cycle

Recommended hours are averaged over 12 months, noting that some subjects may be taught more intensively in a single semester.

Learning Areas	Years 7–8	Years 9–10
Religious Education	5 hours per cycle	5 hours per cycle
English	9 hours per cycle	9 hours per cycle
Languages	5 hours per cycle	5 hours per cycle
Mathematics	9 hours per cycle	9 hours per cycle
Health and Physical Education	5 hours per cycle	5 hours per cycle
The Arts	3 hours per cycle	3 hours per cycle

The Humanities • Civics & Citizenship • Economics & Business • History • Geography	5 hours per cycle	5 hours per cycle
Science	5 hours per cycle	5 hours per cycle
Technologies • Design and Technologies • Digital Technologies	2 hours per cycle	2 hours per cycle
Other class duties – assemblies, form rooms...	*2 hours per cycle*	*2 hours per cycle*
Total per cycle	**50**	**50**

5.3 Capabilities

The four capabilities of the Victorian Curriculum are *Critical and Creative Thinking, Ethical, Intercultural,* and *Personal and Social*.

In adherence to the VCAA expectations, our school will ensure that the knowledge and the skills defined in the Capabilities are explicitly taught, developed, practised and demonstrated by students through the key learning areas. This is documented in our unit planners.

6. Design and Implementation

Padua College will implement the curriculum (whole school, year level and units/ lessons), by developing:

2.1 A culture of learning

A culture of learning set through expressed behavioural and learning expectations, norms, explicit teaching, harnessing positive influence in the classroom, transparency of lesson planning, interleaving, engagement processes, settling clear learning intentions, promoting high expectations and creating inclusive and connected classrooms.

2.2 Planning practices and processes

At Padua College the curriculum is designed from whole school to year level planning and delivered through unit and/or individual teacher plans. This ensures that a cohesive and sequential curriculum is driving student learning and lifting student outcomes. Where practicable, these are created in a collaborative and supportive environment.

- Whole school curriculum plan
  - Mapping/ integration of all learning areas and capabilities
  - Short, medium, and long-term planning

- Multi-year planning groups (*if applicable)*
  - Established to scope out sequences of learning across year levels
  - Design units of work shared across the year levels within a two-year cycle, etc.
  - Short, medium, and long-term planning
  - Assessments

- Year level planning
  - Term by term
  - Units of work/ lessons

- Short, medium, and long-term planning
- Assessments

2.3 Scope and Sequence – Padua College Learning and Teaching Program

- Learning areas and Integrated Learning Areas (See Learning Area Coordinators)
- Year levels (See House Co-ordinators)
- Term planners (See the subject teacher)

2.4 Learning and Teaching Approaches

In developing the whole school plan Padua College has established processes for applying explicit teaching and intervention strategies guided by and aligned to the VFI and the VFE.

2.5 Multi-Tiered System of Supports (MTSS)

Multi-Tiered systems of support are provided via teaching strategies, Individual Learning Plans (ILP), Tiers (refer to VFE) and interventions.

2.6 Professional Learning

The school supports teachers to maintain their professional development hours in alignment with the Victorian Institute of Teaching (VIT) expectations.

2.7 Curriculum Review

The curriculum at Padua College is continually reviewed in order to meet the students' learning needs and legislated and system requirements.

2.8 Use of emerging technologies

When using emerging technologies (such as artificial intelligence, virtual reality, or adaptive learning platforms) to generate ideas, enrich and scaffold the curriculum, Padua College will use tools that offer Enterprise Data Protection.

7. Related policies and documents

All curriculum content is developed using the following documents and frameworks:

Supporting documents

- Curriculum, Assessment and Reporting Policy
- 7–10 Assessment and Reporting Procedure
- Revised Advice to teachers on the use of AI

Related MACS policies and documents

Religious Education Curriculum for the Archdiocese of Melbourne
MACS Curriculum, Assessment and Reporting Policy
MACS 2030
MACS Vision for Instruction
MACS Vision for Engagement

Resources (external to MACS)

VCAA webpages - Victorian Curriculum F–10 Home - Victorian Curriculum F–10
Victorian Catholic Education Authority (VCEA) - Reporting Student Progress and Achievement guidelines
Victorian Curriculum F–10 Home - Victorian Curriculum F–10
Victorian Catholic Education Authority (VCEA) *Reporting Student Progress and Achievement guidelines*
VCAA. 2023, F–10 Revised Curriculum Planning and Reporting Guidelines

8. Legislation and standards

VRQA. 2022, Guidelines-to-the-Minimum-Standards-and-Requirements-for-School-Registration.docx

Policy Information

Approval date	Director, Education Excellence
Date of next preliminary review	11 November 2025
Major review required by	November 2029
Publication details	CEVN, internal school use
School document owner	Vice Principal – Learning and Teaching
School reviewed on	