

Loyola 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

Loyola, as a Catholic co-educational College in the Ignatian tradition, seeks the education of the whole person and strives to ensure that each student achieves his or her unique potential.

We aspire to develop articulate, adaptable, discerning, and confident young men and women of conscience committed to living the values of Jesus Christ in a global community.

As a community we recognise that this is best achieved in a welcoming and collaborative environment committed to Justice, Mercy and Faith.

### Mission

As a Catholic co-educational College, we focus on the importance of belonging to our community, strongly encouraging each student to discover his or her God-given talents. These gifts are to be developed, not for self-satisfaction or self-gain, but rather, with the help of God, for the good of the community.

As a College in the Ignatian tradition, Loyola has a clear purpose to:

- Develop a well-rounded person of competence, conscience and compassion who will be of service in the world
- To instil in our students a joy in learning, encouraging the reaching for the Magis and a life-long openness to growth
- To nurture a sense of wonder and mystery in learning about God's creation and seeking God in all things
- To promote individual care and concern for each person
- To provide opportunities for students to encounter the person of Christ as friend and guide, coming to know Him through Scripture, sacraments, personal and communal prayer, in play and work and in other persons, leading to the service of others in imitation of Christ.

## Purpose

At Loyola College, we are committed to provide a broad range of opportunities that allow our students to develop lifelong connections with their learning. We foster the development of the whole person and encourage our students to achieve their potential.

We are mindful that while the transition from Primary school to Secondary school is exciting, it can also be challenging for many young students. We offer a supportive Transition program through our base learning groups, which is further enhanced through our strong, vertical pastoral system.

Students are encouraged to pursue their interests but also to be open to new experiences. It is important that students are actively involved and take personal responsibility for their learning throughout their time at Loyola College. The Academic Companion program offered by the College, in which a teacher is assigned to 'walk with' each student throughout their six-year journey, is designed to promote this process.

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 Loyola 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.

## Glossary

Ignatian Pedagogical Paradigm (IPP) is reflective approach to teaching and learning. Ignatian Pedagogy is the way in which teachers accompany learners in their growth and development. Pedagogy, the art and science of teaching, cannot simply be reduced to methodology. It must include a world view and a vision of the ideal human person to be educated. These provide the goal, the end towards which all aspects of an educational tradition are directed. Ignatian Pedagogy assumes that worldview and moves one step beyond suggesting more explicit ways in which Ignatian values can be incarnated in the teaching-learning process.

## Principles

At Loyola College:

Teaching Staff have an understanding of the context of their students, a deep knowledge of the content that is to be delivered and ensure best practice in a contemporary learning context and focus on improving student learning outcomes.

Teaching pedagogy is to reflect our core values outlined in our Mission Statement and the Ignatian Pedagogical Paradigm. The IPP is a methodology used in Jesuit and Companion Schools to facilitate learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about a student's progress and achievement to improve learning and student outcomes. Assessment will include 20 percent of the overall marking criteria will be dedicated to making sure that students are challenged to think, perform, and grow to a level that they were not at previously.

## Scope

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

At Loyola 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

Loyola College will implement the curriculum by:

- Teaching Staff using a common language around data to drive meaningful improvement targets for both staff and students.
- Creating an environment which supports all students to progress; academically, socially, emotionally and spiritually. The overall premise is based on the Restorative Practices philosophy of responsibility and accountability and building positive relationships with students.
- Promoting awareness of the Catholic Social Teaching (CST) principles across the staff and student body by the infusion of CST into curriculum units.
- Teaching staff continually working on common consistent assessment practices that allow for each student to demonstrate learning at a high level.
- Student and parent ongoing access to curriculum resources using the College's Learning Management System
- Providing Teaching Staff access to professional learning that enhances pedagogy to improve student learning outcomes
- Encouraging interaction with colleagues, links to professional associations and other relevant bodies
- Aligning assessment and reporting with current Government educational regulatory body and MACS requirements

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

Loyola 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 Loyola College, as it reflects our unique character of Catholic identity, Ignatian ethos 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 7 – 12. 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 -per cycle
<b>English</b>	Year 7 – 6 hours Year 8 – 6 hours Year 9 – 6 hours Student selections will change hours of curriculum allocated Year 10 – minimum 7 hours Year 11 – minimum 7 hours Year 12- minimum 8 hours
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number &amp; Algebra</li> <li>• Measurement</li> <li>• Geometry</li> </ul>	Year 7 – 6 hours Year 8 – 6 hours Year 9 – 6 hours

Learning Areas	Recommended Time Allocated -per cycle
<ul style="list-style-type: none"> <li>Statistics &amp; Probability</li> </ul>	Student selections will change hours of curriculum allocated Year 10 – minimum 7 hours Year 11 – 7 hours Year 12 – 8 hours
<b>Religious Education</b>	Year 7 – 4 hours Year 8 – 4 hours Year 9 – 4 hours Student selections will change hours of curriculum allocated Year 10 – 5 hours Year 11 – 5 hours Year 12- 4 hours
<b>Health &amp; Physical Education</b>	Year 7 – 4 hours Year 8 – 4 hours Year 9 – 4 hours Student selections will change hours of curriculum allocated Year 10 – 7 hours Year 11 – 7 hours Year 12- 8 hours
<b>Visual Arts</b>	Year 7 – 3 hours Year 8 – 4 hours Year 9 – 4 hours Student selections will change hours of curriculum allocated Year 10 – 7 hours Year 11 – 7 hours Year 12- 8 hours
<b>Humanities</b> <ul style="list-style-type: none"> <li>Civics &amp; Citizenship</li> <li>Economics</li> <li>Geography</li> <li>History</li> </ul>	Year 7 – 4 hours Year 8 – 5 hours Year 9 – 5 hours Student selections will change hours of curriculum allocated Year 10 – 7 hours Year 11 – 7 hours Year 12- 8 hours
<b>Science</b> <ul style="list-style-type: none"> <li>Science as a Human Endeavour</li> <li>Earth Science</li> <li>Biological Science</li> </ul>	Year 7 – 4 hours Year 8 – 5 hours Year 9 – 5 hours Student selections will change hours of curriculum allocated

Learning Areas	Recommended Time Allocated -per cycle
<ul style="list-style-type: none"> <li>Chemical Science</li> <li>Physical Science</li> </ul>	Year 10 – 7 hours Year 11 – 7 hours Year 12- 8 hours
Languages	Year 7 – 6 hours Year 8 – 5 hours Year 9 – 5 hours Student selections will change hours of curriculum allocated Year 10 – 7 hours Year 11 – 7 hours Year 12 – 8 hours
Performing Arts	Year 7 – 7 hours Year 8 – 4 hours Year 9 – 4 hours Student selections will change hours of curriculum allocated Year 10 – 7 hours Year 11 – 7 hours Year 12 – 8 hours
<b>Product Design and Technology/STEM</b> <ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Digital Technologies</li> <li>Wood/Food/Textiles</li> </ul>	Year 7 – 3 hours Year 8 – 4 hours Student selections will change hours of curriculum allocated Year 9 – 4 hours Year 10 – 7 hours Year 11 – 7 hours Year 12 – 8 hours
Personal Development	Year 7 – 1 hour Year 8 – 1 hour Year 9 – 1 hour Year 10 – 1 hour Year 11 – 1 hour Year 12 – 1 hour
Sport	Year 7 – 2 hours Year 8 – 2 hours Year 9 – 2 hours Year 10 – 2 hours Year 11 – 2 hours Subject to student selection Year 12 – 2 hours
<b>TOTAL</b>	<b>50 hours, on average, per two-week cycle</b>

## 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:

- Loyola College policies for each of the learning areas
- Loyola College Religious Education Scope and Sequence: 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

Acceptable Use of ICT by Students
Assessment and Reporting Policy
College Based Examinations Procedures
Curriculum and Co-Curriculum Teaching Materials Protocol
Excursion and Incursion Off Campus Policy
Extension and Late Work Procedures
Homework Policy
Homework Procedural Document
Intercultural Perspectives Policy
Language Studies Protocol
Literacy Policy
Monitoring Student Progress Procedural Document
Numeracy Policy
Plagiarism Consequence Procedure
Plagiarism Policy
Promotions Policy