

St. Patrick's Primary School 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

**Tell me and I forget
Show me and I remember
Involve me and I understand**

“Regular schools with an inclusive orientation are the most effective means of combating attitudes, creating welcoming communities, building an inclusive society and achieving education for all ...” UNESCO, 1994

**Memorising facts and information is not the most important skill in today's world ...
Facts change, and information is readily available ...
What's needed is an understanding of how to get, and then make sense of the mass of
Information available to us!**

Mission

At St. Patrick's we view diversity as the norm. We believe this leads to personalised learning within a class or community of learners. We believe the best approach is Inquiry Learning.

Purpose

St. Patrick's believes that the best teaching practice is to '**teach without telling**'. Our learning and teaching philosophy is based on the Inquiry Model where our students, along with staff, are encouraged to think deeply, ask questions, sort information, discover answers, on any given topic, and to take action and do something with the new information gathered. CEM 'Horizons of Hope' is the lens through which we view and deliver the Victorian Curriculum. Horizons of Hope aims to support Catholic Schools to develop learning and teaching that is distinctive to our Catholic context, honouring the learning entitlement of each learner because we know learning brings hope.

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 St. Patrick's Primary School 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.

Principles

At St. Patrick's Primary School:

- To provide a safe and healthy school environment that takes into consideration the needs of all students.
- To develop all of our students to be independent learners and task focused
- To explicitly teach literacy and numeracy skills that underpin everything we do
- To explicitly teach our students the social skills, thinking skills, self-management skills and information skills they need to be successful learners
- To design units of work that allow for student voice
- To allow students to work collaboratively and/or individually, as well as in small group and whole class settings
- To create environments that encourage and allow students to work alone or with others
- To build a body of learners that are able to source out relevant information, to be skilled in validating information, to clarify issues and be critical of their findings
- For students to be able to give, and receive, constructive criticism
- To create environments and communities of learners that are willing to contribute and able to appreciate the ideas of others
- To establish collaborative group work that encourages students to talk, comment, compare, negotiate, hypothesise, and problem solve
- For the teaching staff to learn alongside the students to listen, observe and document students' work
- For the teaching staff to continue to become an active and strong community of professional learners through provoking, co-constructing and stimulating thinking, in collaboration with their peers
- For the teaching staff to be committed to reflecting on their own learning and teaching

Scope

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

At St. Patrick's Primary School, 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

St. Patrick's Primary School will implement the curriculum by:

- To follow the two year scope and sequence as set out by the staff of St Patrick's 2017-2018
- To begin to plan each unit of inquiry as a whole staff to create a lotus diagram of the bigger picture concepts, then for each level to develop a concept question and keywords.
- The units of work are then built upon through level planning following the Inquiry Model –based on the 5E model
- Each unit of work will include rich assessment tasks that are part of the planning process.
- Learning and Teaching units of work need to be linked to the Victorian Curriculum and the strands need to be interconnected and develop sequentially from F-6
- Each unit of work will be evaluated and an audit completed of the standards covered by each level.
- Units of work need to be resourced through the school library, the local library, teachers resources and outside agencies.
- Units of Inquiry will be planned and documented using the school Inquiry Planner

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, St. Patrick's Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St. Patrick's Primary School 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 St. Patrick's Primary School, 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.

ST PATRICK'S LEARNING CYCLE OF ENTITLEMENT AND REPORTING - TWO YEAR CYCLE of VICTORIAN CURRICULUM

Cycle A

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|
| Religious Education | Religious Education | Religious Education | Religious Education |
| English | English | English | English |
| Mathematics | Mathematics | Mathematics | Mathematics |
| Physical Education | Physical Education | Physical Education | Physical Education |
| | | Health | Health |
| LOTE | LOTE | LOTE | LOTE |
| ICT Design and Technologies | ICT Design and Technologies | ICT Design and Technologies | ICT Design and Technologies |
| ICT Digital and Technologies | ICT Digital and Technologies | ICT Digital and Technologies | ICT Digital and Technologies |
| The Arts Visual Drama | The Arts Visual Music | The Arts Visual Dance | The Arts Visual Theatre Studies |
| Personal and Social | Intercultural Understandings | Personal and Social | Intercultural Understandings |
| Inquiry HUMANITIES Civics and Citizenship Geography History Economics and Business | Inquiry HUMANITIES Civics and Citizenship Geography History Economics and Business | Inquiry Sciences & Technology Chemical Science Earth and Space | Inquiry Sciences & Technology Chemical Earth and Space |
| | | | |

Cycle B

| Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------|---------------------|---------------------|---------------------|
| Religious Education | Religious Education | Religious Education | Religious Education |

| | | | |
|---|---|--|--|
| English | English | English | English |
| Mathematics | Mathematics | Mathematics | Mathematics |
| Physical Education | Physical Education | Physical Education | Physical Education |
| | | Health | health |
| LOTE | LOTE | LOTE | LOTE |
| ICT Design and Technologies | ICT Design and Technologies | ICT Design and Technologies | ICT Design and Technologies |
| ICT Digital and Technologies | ICT Digital and Technologies | ICT Digital and Technologies | ICT Digital and Technologies |
| The Arts Visual Drama | The Arts Visual Music | The Arts Visual Dance | The Arts Visual Theatre Studies |
| Personal and Social | Critical & Creative Thinking | Critical & Creative Thinking | Ethical Understandings |
| HUMANITIES History Economics and Business Civics and Citizenship Geography | HUMANITIES History Economics and Business Civics and Citizenship Geography | Sciences & Technology Biological Science Physical Science | Sciences & Technology Biological Science Physical Science |
| | | | |

| 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 St. Patrick's Primary School 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:

- St. Patrick's Primary School policies for each of the learning areas
- St. Patrick's Primary School 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