

St Joseph the Worker 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), 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

Inspired by St Joseph, we strive to be an inclusive faith community that challenges and supports each individual, ignites a passion for learning and empowers each to be a steward of creation.

Let Us Work Together

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 St Joseph the Worker 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 Joseph the Worker Primary School

- We are committed to developing the school community's faith identity through our teaching and learning practices. We will provide opportunities to live and practice Catholic faith.
- We are committed to the rigorous use of student data to inform our teaching and to personalise learning.'
- We are committed to creating lifelong learners by providing personalised and engaging learning opportunities.
- We are committed to using emerging technologies to enhance learning opportunities and to responsibly and effectively use technology to engage with the local and global community.
- We are committed to promoting high expectations and building the capacity of all learners.
- We are committed to actively involving parents in their child's learning.

Scope

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

At St Joseph the Worker 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 Joseph the Worker Primary School will implement the curriculum by:

- Providing a consistent approach to planning and teaching the Victorian Curriculum. The Learning and Teaching Leader will lead and oversee the implementation and development of the Victorian Curriculum from Foundation to Year 6.
- Designing a conceptual approach to teaching and learning that makes links across curriculum areas including Religious education.
- Ensuring that all teachers are required to work with their levels and at Professional Learning Meetings to contribute to the development and implementation of guaranteed and viable Victorian Curriculum based subjects for all students.
- Organising regular facilitated planning sessions in English, Maths and Learning, Life and Faith supported by relevant leaders.

- Providing whole school professional development opportunities (internal and external) to build teacher capacity.
- The collection and analysis of student achievement data (including formal and informal assessments) to inform teaching and learning school based decisions.
- Monitoring and measuring student achievement against the Victorian Curriculum achievement standards in each of the learning areas and sharing this information with students, parents and the wider community.
- Ongoing auditing will take place to ensure the knowledge, skills and dispositions of the Victorian Curriculum are being delivered.
- Informing the school community of the curriculum direction and implementation via the Annual Report to the Community.

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 Joseph the Worker Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Joseph the Worker 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 Joseph the Worker 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.

Learning Areas	Recommended Time Allocated
English <ul style="list-style-type: none"> • Reading & Viewing • Speaking & Listening • Grammar & Spelling • Writing 	10 hours weekly Prep – Year 4 9 hours weekly Years 5 & 6
Mathematics <ul style="list-style-type: none"> • Number & Algebra • Measurement • Geometry • Statistics & Probability 	5 hours weekly Prep – Year 4 6 hours weekly Years 5 & 6
Learning Life and Faith Religious Education 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	5 hours weekly St Joseph the Worker Primary School’s Learning, Life and Faith approach to Inquiry learning links learning across the curriculum areas including Religious Education through a concept based curriculum. Inquiries Prep – Year 6 are designed around our conceptual throughlines.
Health & Physical Education	2.5 hours weekly Years 5 & 6 (including Interschool Sport) 1 hour weekly Prep – Year 4
Arts	1 hour weekly
LOTE	1 hour weekly
Music	1 hour weekly for a semester
Discovery	1 hour weekly for a semester
Wellbeing – Connect Groups	30 minutes fortnightly
School Gathering (Assembly)	30 minutes fortnightly
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 Joseph the Worker Primary School policies for each of the learning areas
- St Joseph the Worker 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.