

St Joseph's Curriculum Plan



St Joseph's 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

Our vision is to be a welcoming and safe Catholic school that inspires excellence in all areas of school life. We promote spiritual, social and emotional wellbeing and academic success. We empower our students to become compassionate, contributing citizens.

Mission

At St Joseph's our mission is to:

Live our faith

- Uphold the values of Jesus Christ, so that each person experiences love, forgiveness, acceptance and hope
- Develop and enact a strong sense of social justice and stewardship
- Celebrate our Catholic faith and traditions

Educate our students for the world

- Prepare our students with skills and strategies to enhance their social and emotional wellbeing
- Develop expert teachers who provide a rigorous and contemporary learning environment
- Nurture and engage all students to be curious lifelong learners

Connect and care for our community

- Provide a safe environment for all in our care
- Foster trusting and respectful relationships with all members of our community.

Purpose

At St Joseph's Primary School we use the Victorian Curriculum to develop and provide education programs that are meaningful for students. Our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include the use of a wide variety of technology to assist in learning. We access and select a wide range of suitable educational resources to support the curriculum taught, set homework that enhances and reinforces classroom learning and undertake a range of student assessment and reporting activities to support student learning.

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's 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's:

- Teachers use the Victorian Curriculum to plan, monitor, assess and report on the learning achievement of every student.
- Teachers facilitate rigorous and relevant learning opportunities that lead students to explore and question significant ideas and create new knowledge.
- Students' interests and experiences are valued and reflected in the curriculum and teachers support students through explicit and scaffolded teaching.
- Contemporary learning tools enable learners to connect with communities beyond the school, providing opportunities to engage with diverse perspectives and collaborate with others.
- When teachers create a climate that promotes critical and creative exploration of ideas, learners are supported to engage in deep and powerful 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's.

At St Joseph's, 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's will implement the curriculum by:

Enabling the Learner

- Teaching staff are attentive to the core knowledge, skills and understandings that are required to be successful in and participate fully in today's world.
- Learning opportunities are created for students when core knowledge and skills are integrated across the curriculum in authentic ways.
- Reflection, high order thinking, creativity, collaboration and the use of contemporary tools are considered essential for creating new knowledge and participating in and contributing to community.

Engaging the Learner

- Curriculum is designed that leads students to develop deep understandings about themselves, others and the world.
- Teachers create authentic opportunities for students to learn from and with others.
- Powerful learning experiences enable students to take responsibility for themselves and commit to authentic action.
- Teachers encourage students to become involved in ongoing personal transformation; teachers seek to empower students to become self-sufficient lifelong learners.

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

St Joseph's 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's, 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
<p>English</p> <ul style="list-style-type: none"> • Reading & Viewing • Speaking & Listening • Grammar & Spelling • Writing 	<p>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)</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • Number & Algebra • Measurement • Geometry • Statistics & Probability 	<p>1 hour daily (total time should not be less than 5 hours weekly on average over the course of a school year)</p>
<p>Religious Education</p>	<p>2.5 hours weekly</p>
<p>Health & Physical Education</p>	<p>2.5 hours weekly</p>
<p>Arts</p>	<p>1 hour weekly</p>
<p>Humanities</p> <ul style="list-style-type: none"> • Civics & Citizenship • Economics • Geography • History <p>Science</p> <ul style="list-style-type: none"> • Science as a Human Endeavour • Earth Science • Biological Science • Chemical Science • Physical Science <p>Technology</p> <ul style="list-style-type: none"> • Design & Technology • Digital Technologies 	<p>2 hours and 15 minutes weekly</p> <p>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.</p> <p>This is through the focus of the integrated unit of work developed under the St Joseph's Conceptual Framework.</p>
<p>TOTAL</p>	<p>25 hours weekly</p>

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's policies for each of the learning areas
- St Joseph's 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

Curriculum Time Allocations

Digital Technologies Policy

English Policy

Homework Policy

Learning Diversity Policy

Mathematics Policy

Pastoral Care Policy

Religious Education Policy

St Joseph's Assessment Schedule

Student Wellbeing Policy

Teaching and Learning Statement
Victorian Curriculum Policy