

St Elizabeth's Curriculum Plan



St Elizabeth'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), 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

The Victorian Curriculum is implemented at St Elizabeth's from Foundation to Year 6. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. It provides all students with a sequential curriculum framework that guides their learning, as well as providing measures of learning achievement that allows students, teachers and parents the opportunity to assess student performance against expected achievement standards.

Purpose

To optimise student learning through the implementation of the Victorian Curriculum Foundation – Year 10 across each learning area from Foundation to Year 6, in a manner consistent with system requirements and locally identified needs.

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 Elizabeth'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 Elizabeth's:

Faith

We are committed to our Catholic Faith community, fostering an environment where all are supported on their own faith journey, developing and growing to their full potential. We are committed to living out our faith through service to one another so our students can make a positive difference in their ever changing world.

Relational Culture

We are committed to ensuring a happy and safe learning environment and to developing resilient, organised, responsible confident students who have respect for others and themselves.

Pedagogy

We are committed to collaborative teaching where the student is the focus and building relationships with students drives effective pedagogy based on current research and continuous dialogue with colleagues, with students, families and the wider community.

Intended Curriculum

We are committed to shared ownership of purposeful teaching and learning based on the Victorian Catholic System's approved curriculum, developing learning programs, with a particular emphasis on Literacy and Numeracy, which meet the needs of 100% of our students 100% of the time, achieving student engagement, successful learning outcomes and teacher efficacy.

Enacted and Achieved Curriculum

We are committed to creating a professional culture where teachers collaborate to use data and evidence to ensure all students achieve success on a personalised, targeted plan of learning.

Safety

We are committed to child safety ensuring a community that is safe for all students. We are committed to ensuring new and existing personnel are screened and trained in practices to reduce the risk of child abuse.

Opportunity

We are committed to maximising the use of technologies to optimise learning for all (students, parents and teachers) in a blended learning environment. Through technology we strive to create authentic links to the local and global community.

Scope

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

At St Elizabeth'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 Elizabeth's will implement the curriculum by:

- St Elizabeth’s is committed to the successful implementation of each of the Victorian Curriculum F-10 learning areas from Foundation to Year 6
- The school will maintain a consistent approach across all levels in the planning and the teaching of the content of the Victorian Curriculum
- The school community will be informed of curriculum direction and implementation across the school via the Annual Report to the Community
- The Learning and Teaching leader will lead the staff in the development and implementation of the Victorian Curriculum from Foundation to Year 6
- In doing so, all systemic timelines and reporting requirements will be met
- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the Victorian Curriculum understanding and implementation needs of each staff member
- All teachers are required to work with their levels and at Professional Learning Team meetings to contribute to the development and implementation of guaranteed and viable Victorian Curriculum subjects for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures
- Student achievement will be measured and reported to students, parents and the wider community against the Victorian Curriculum achievement standards, in each of the learning areas
- All staff will participate in the collection of student achievement data and all staff will have input into school decisions resulting from interpretations of student achievement data.

Ongoing auditing will take place to ensure the knowledge, skills and dispositions of the Victorian Curriculum are delivering,

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

St Elizabeth’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 [School name], 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 	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 [School name] 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 Elizabeth's policies for each of the learning areas
- St Elizabeth'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.