

# Curriculum Plan

**This Policy has been approved by the MACS Board for application in each MACS Catholic School.**

Christ the Priest Catholic 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).

As a Catholic primary school, Christ the Priest is unequivocal in its commitment to foster the dignity, self-esteem and integrity of children by providing them with a safe, supportive and enriching school environment, in which they are able to develop spiritually, physically, intellectually, emotionally and socially.

## Vision

Inspiring learners to grow, learn and succeed in a dynamic Catholic community.

## Mission

At Christ the Priest Catholic Primary School we are committed to creating a community of service that reflects the teachings of Jesus Christ.

We **GROW** through: Challenging one another to take measured and reflective risks in an environment where all learners are respected and nurtured to flourish.

We **LEARN** through: Exploring and inquiring in a safe, supported, flexible environment, celebrating the diversity and potential in our community and beyond.

We **SUCCEED** through: Respecting ourselves, collaboration, goal setting and a rigorous commitment to learning.

We value Mercy. Thanksgiving and Service.

## Purpose

The Curriculum Plan is to ensure that the coverage of the Victorian Curriculum is thorough and sequential. It connects knowledge, skills and dispositions within and across disciplines, priority areas and capabilities.

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.' <http://www.vcaa.vic.edu.au/pages/foundation10/f10index.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 Christ the Priest Catholic 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 Framework 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 Christ the Priest Catholic Primary School we adhere to the following principles when following the Curriculum Plan:

- All students are capable of growth in their learning.
- Teaching staff have high expectations of students and one another and have a belief that all students can learn
- Scope and sequence documents are used to guide the planning and implementation of the Victorian Curriculum at each Year level
- All teaching staff at Christ the Priest are responsible for the academic, social and emotional and behavioural learning of students.
- Religious Education and faith development underpins the curriculum plans at Christ the Priest.
- Student agency and engagement empowers students to play an active role in their learning.
- Teaching staff facilitate students to develop knowledge, skills, understandings and learning dispositions required for success.
- Learning is a collaborative process involving all stakeholders in the community
- Leadership facilitates the support and development of staff in personal and school goals.

## Scope

Our School curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Christ the Priest Catholic Primary School. It is sequential and cumulative over time and topic, leading to an effective learning progression for students.

At Christ the Priest Catholic 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 designing process, allowing them to make decisions about what they need to know and when.

## Implementation

Christ the Priest Catholic Primary School will implement the curriculum by:

- Implementing the two-year scope and sequence for Investigation Units (Key areas of the Curriculum have been integrated under the following concepts: Sustainability, Innovation-Discovery, Tradition and Change – Citizenship and Healthy and Active.)

- Year Levels completing a yearly scope and sequence including all key Curriculum areas to ensure all aspects of the curriculum are covered and integrated where possible
- Including Victorian Curriculum indicators in planning documents referenced from the scope and sequence documents.
- Curriculum Leaders guiding and facilitating planning to ensure curriculum understanding, development and coverage.
- Evaluating programs and strategies for effectiveness and student progression
- PLT sessions dedicated to curriculum development and data analysis to build teacher capacity
- Assessing and moderating regularly to the Victorian Curriculum
- Fortnightly data analysis of student data

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-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, Christ the Priest Catholic Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Christ the Priest Catholic Primary School will also take inspiration from the Horizons of Hope Education Framework for the Archdiocese of Melbourne. 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 Christ the Priest Catholic 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 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.

### Curriculum Overview

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"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Grammar and Spelling</li> <li>• Writing</li> </ul>	10 hours weekly
Mathematics <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics and Probability</li> </ul>	5 hours weekly
Religious Education	2.5 hours weekly
Health and Physical Education	2 hours weekly
Arts	1.5 hours weekly
Humanities <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul> Science <ul style="list-style-type: none"> <li>• Science as a Human Endeavour</li> <li>• Earth Science</li> <li>• Biological Science</li> <li>• Chemical Science</li> <li>• Physical Science</li> </ul> Technology <ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Digital Technologies</li> </ul>	4 hours weekly Integrated units; known as Investigations at Christ the Priest Catholic Primary School are developed using the inquiry approach.
<b>TOTAL:</b>	<b>25 HOURS WEEKLY</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 VCCA 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 Pedagogical Framework.

All content is developed using the following documents:

- Christ the Priest Catholic Primary School - School Policies for each of the Learning Areas
- Christ the Priest Catholic Primary School - Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- Victorian Curriculum Framework 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**

- Teaching and Learning Policy
- Investigations Scope and Sequence 2021
- Maths Scope and Sequence
- English Scope and Sequence
- Physical Education Policy
- Science Policy
- LOTE Policy
- The Arts Policy
- 2021 Digital Technologies/STEM Scope and Sequence