

St Peter's Primary School

Curriculum Plan



St Peter's 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. Peter's spirit of resilience and guided by the teachings of Jesus we uphold **JUSTICE** and **RESPECT** for all of God's creation. **INTEGRITY**, **EMPATHY** and **HOPE** lead us to make a difference in our ever-changing world. As an engaged **COMMUNITY** we inspire **CREATIVITY** and a **LOVE** of **LEARNING** that supports and nurtures each individual to succeed.

Mission

St Peter's Primary School is committed to seeing students achieve to a high level in all academic areas but also to provide students with the best possible foundation in life through a well-rounded education, which values the skills, interests and abilities of our students.

Purpose

St Peter's School aims to empower students through high quality learning and teaching, building discernment, confidence, resilience and self motivation to enrich the world around them.

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 Peter's 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 Peter's School: We believe that students learn best when they are in a safe and supportive learning environment. We promote this by:

- affirming the rights of all members of the school community to feel *safe* and *be safe* at school
- acknowledging that being safe and supported at school is essential for student wellbeing and effective learning
- accepting responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities

Scope

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

At St Peter's 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 Peter's School will implement the curriculum by:

- The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundations to Year 6 in accordance with MACS guidelines.
- St Peter's School Curriculum Plan complies with DET guidelines in regards to the length of student instruction time in Victorian schools and provides at least 25 hours of face-to-face student instruction per week. Core learning areas such as English and Numeracy are not compromised unless there is a preapproved whole day excursion or school closure day.
- To facilitate this implementation, essential learnings, an assessment schedule and tracking of student data will reflect the Victorian Curriculum.
- We believe 'quality programming is the foundation in which powerful teaching and learning is built' (Kath Murdoch). To achieve this a planning cycle has been created to provide an overview for teaching and learning at St Peter's school. The cycle covers all elements of the curriculum and has been designed to provide teachers with guidance.
- A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities.
- The planning structure involves Directors of Learning (senior, middle & junior) who facilitate planning during the professional action learning team meetings (PaLT) with teaching teams. Provision is also made for regular planning meeting with the Religious Education Leader and Student Wellbeing Leader as per St Peter's planning schedule. The curriculum will be collaboratively planned, assessed and reflected upon by all teachers, inclusive of specialist teachers. See Appendix 2 – PaLT Structure which is used for weekly planning sessions. It serves to keep the team focussed. The Directors sharing the agenda prior to planning which also allows team members input. Minutes are recorded as a record of the planning team the key actions and discussion).
- St Peter's School identifies and caters for the different needs of particular cohorts of students when developing its curriculum plan. Curriculum delivery will reflect and include a variety of teaching and learning programs to address the specific needs of students in relation to special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- Every child's academic progress is closely monitored through the collection and discussion of data and evidence. Directors of Learning and teachers work in collaborative during PaLT sessions to

discuss strategies implement best practices, using a variety of evidence based instructional and curriculum techniques to ensure that learning is targeted and that children are engaged with their learning.

- The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities. The School will provide a differentiated curriculum that recognises and responds to a diversity of learning capabilities, student needs, additional needs, and students from language backgrounds in addition to English. Educational Support staff complete our teaching team. Most students with disabilities and additional learning needs engage with the curriculum with the necessary adjustments made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills, and understanding. Making adjustments to instructional processes and assessment strategies enables students to achieve educational standards commensurate with their peers. For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different from that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.
- To guarantee curriculum consistency at the School, all teachers are required to follow the agreed directions of the Professional Action Learning Team (PaLT) Community
- In developing its curriculum plan the school will provide a broad range of teaching and learning approaches to ensure improved student outcomes.
- School leaders encourage a growth mindset and open, collaborative thinking about improving practice, engaging staff in learning communities
- Through our whole school approach, teachers develop skills in collecting, and interpreting assessment evidence from multiple sources, and in making appropriate judgements based on the evidence. Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.
- Teachers collectively document approaches taken, and evidence of their impact (know thy impact), to build an evidence base of effective, developmentally targeted teaching strategies.
- Directors of Learning and Teams have honest and robust conversations about the impact of their interventions and decisions, using student data
- Teams use moderation against continua and worked examples to assess and record the impact of different approaches on students' progress
- The School will document, through its strategic plan and the Annual Action Plan, the key strategies for improvement in student learning outcomes as part of our curriculum plan.
- Parents/carers will be provided with curriculum information via termly year level Curriculum Newsletters, the School website and in school notice boards. Also, the School community is kept fully informed of their child's progress with face-to-face meetings, digital communication (See-saw posts) and twice yearly written reports.
- The School will elect to access the specialist programs according to our self-assessed needs and foci. The main specialist programs are Physical Education, Music and Japanese.
- St Peter's School incorporates digital technologies as tools to support learning, incorporating a range of digital devices, which are integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Teaching team, are given a comprehensive program budget to monitor over the course of the year and to wisely use the funds to support student learning opportunities.
- Excursion and Incursions are all directly related to the students' current discovery unit with teachers providing clear aims and purpose for student involvement. Principal approval is necessary as well as ensuring all paperwork and risk management plans are in place.

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

St Peter's 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 Peter's 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	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	2 hours and 15 minutes weekly The learning areas of Humanities, Science, Health & Physical Education, and Technology will be

Learning Areas	Recommended Time Allocated
<ul style="list-style-type: none"> 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>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 using an inquiry approach developed under the St Peter's School Conceptual Framework.</p>
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 Peter's School policies for each of the learning areas
- St Peter's 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

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