

# Curriculum Plan

Our Lady of the Pines Catholic Primary School



Our Lady of the Pines 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), 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.

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 Our Lady of the Pines 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 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.

## Curriculum and learning policy

### Vision

We aspire for Our Lady of the Pines students to be lifelong learners, actively engaged in their world, and understanding the need to question and evaluate what is put before them.

*As a Catholic school in the Archdiocese of Melbourne, we acknowledge and support 'Horizons of Hope' (CEM) as the educational learning and teaching framework.*

### Mission

A whole-school approach to curriculum enables Our Lady of the Pines to plan a teaching and learning program that is sequential across year levels and integrated across curriculum areas. This planning is crucial to ensuring that learning progress is maximised for every student.

## Purpose

The purpose of this policy is to articulate our shared vision for learning and teaching to inform and direct our planning for effective learning, teaching and assessment programs. We aim to create a learning community that provides a balanced core curriculum which caters for individual learning, in a stimulating, positive and supportive environment, where collaboration, creativity and risk taking are encouraged.

## Principles

At Our Lady of the Pines Catholic Primary School:

- We focus on the academic, social and emotional wellbeing of each student.
- Each student can learn given the right time and support.
- Each student can learn when the learning environment is supportive and productive.
- Each student can learn when the learning environment promotes independence, interdependence and self-motivation.
- Each student can learn when assessment practices are an integral part of teaching and learning.
- Each student can learn when their learning is valued by teachers, parents and the wider community. They respond best when they know that their learning can make a difference to the world.
- For each student to learn they need to be engaged and aware of the purpose and expected outcomes of lessons.
- Each student learns best through experience. Learning experiences need to involve observing, investigating, and making informed judgements as a result of their findings.
- Each student needs to feel safe and confident enough to take risks.
- Each student needs to have a good working relationship with teachers, and see them as positive role models who are enthusiastic about learning, and motivated to help each child reach his or her full potential.
- Personalised learning is a powerful practice that drives student learning. It values the wide variety of learners and learning styles.
- Teacher efficacy around contemporary practices is essential to the cementing of lasting learning.
- Passionate teachers create engaged, enthusiastic students.

## Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Our Lady of the Pines Catholic Primary School.

At Our Lady of the Pines 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 design process, allowing them to make decisions about what they need to know and when.

## Implementation

Our Lady of the Pines Catholic Primary School will implement the curriculum by:

SUPPORTING THE LEARNER	ENABLING THE LEARNER	ENGAGING THE LEARNER IN THE CONTEMPORARY WORLD
<p>Building a respectful teacher child relationship</p> <p>Ensuring that learning is rich and relevant</p> <p>Involving children in their learning</p> <p>Ensuring children are scaffolded in their learning.</p> <p>Use of focus groups for explicit teaching to children of like needs.</p> <p>Findings in focus books are recorded to establish the next small step that needs to be targeted.</p> <p>Using learning conferences to gain a personal insight into the child's learning.</p> <p>Involving the child in setting learning goals and providing the strategy steps needed to reach that goal.</p> <p>Stating the learning intentions and success criteria.</p> <p>Using rich assessment to establish a child's point of need.</p> <p>Providing open – ended tasks to enable teaching to be differentiated.</p> <p>Providing scaffolding for children who need extra support.</p> <p>Providing support from people outside the classroom to support those with specific learning needs.</p> <p>Providing opportunities for collaboration, creativity and risk-taking.</p>	<p>Teachers use data to ascertain where a student is, and what is needed next to move the student on.</p> <p>Students are given the opportunity to reflect on their learning.</p> <p>Teachers giving feedback to students</p> <p>Teacher stating the learning intention of each lesson and regularly returning to it to monitor where further teaching is required.</p> <p>Teachers conduct conferences with children on a regular basis to ascertain what progress has been made and to set new learning goals.</p> <p>Children setting goals for their learning.</p> <p>Teachers framing questions that are thought provoking, require children to solve a problem, and encourage the use of the thinking curriculum.</p> <p>Teachers use a variety of strategies to group children so that they are not always interacting with children of their own ability.</p> <p>Teachers sometimes use team teaching as a means of more explicitly teaching a group of like needs students.</p> <p>Teachers include oral and visual activities to cater for a variety of different learning styles.</p>	<p>Stating the learning intentions and success criteria for each lesson, so that students are aware of what they are meant to learn and when they have achieved mastery.</p> <p>Personalising learning through students setting their own learning goals coupled with strategies they need to work on to attain the goal.</p> <p>Differentiating teaching so that children can access the topic at their point of need.</p> <p>Creating activities that are multimodal and involve a variety of technical tools.</p> <p>Regular use of technical tools.</p> <p>Regularly providing hands-on materials to make learning visible.</p> <p>Ensuring children understand the purpose for the learning.</p> <p>Tapping into student's interests.</p> <p>Involving children in the selection of topics and skills</p>

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, Our Lady of the Pines Catholic Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Lady of the Pines Catholic 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 Our Lady of the Pines 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 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.

TEACHING TIME ALLOCATION GUIDELINE ALLOCATED TO VICTORIAN CURRICULUM LEARNING AREAS			
	P-2	3-4	5-6
ENGLISH	10 HOURS	10 HOURS	9 HOURS
MATHS	4 HOURS	4 HOURS	4 HOURS
HUMANITIES AND SOCIAL SCIENCES	2 HOURS	2 HOURS	2 HOURS
SCIENCE (SPECIALIST AND CLASSROOM)	2 HOURS	2 HOURS	2 HOURS
HEALTH AND PE	80 MINUTES	80 MINUTES	2 HOURS
SEL	40 MINUTES	40 MINUTES	40 MINUTES
DESIGN AND DIGITAL TECHNOLOGIES	60 MINUTES	60 MINUTES	60 MINUTES
LANGUAGES	40 MINUTES	40 MINUTES	40 MINUTES
VISUAL ARTS	40 MINUTES	40 MINUTES	1 HOUR
PERFORMING ARTS	40 MINUTES	40 MINUTES	40 MINUTES
RELIGIOUS EDUCATION	2 HOURS	2 HOURS	2 HOURS

## 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:

- Our Lady of the Pines Catholic Primary School policies for each of the learning areas
- Our Lady of the Pines Catholic 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.

## School policies/references

Analysis of Data and Reports  
Assessment and Reporting Policy  
Curriculum and Teaching Policy  
Curriculum Maps  
Curriculum Plan  
Digital Technologies Policy  
English Policy  
General Capabilities Policy  
Health and PE Policy  
Homework Policy  
How Curriculum is Implemented  
Humanities and Social Science Policy  
Italian Language Policy  
Learning and Teaching Policy  
Mappen  
Maths Policy  
Professional Development Policy  
Science Policy  
Victorian Curriculum  
Visual Arts Policy