

# St Roch's Parish Primary School

## Curriculum Plan Overview



St Roch's Parish 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).

## Curriculum and Learning Policy

### Vision

'St Roch's is a nurturing, socially just community. We inspire a passion for learning and excellence and we are a living testament to our Catholic story'.

### Purpose

St Roch's is strongly committed to providing a curriculum that caters for the growth of every student. St Roch's will ensure the differentiation of teaching and learning for each and every students realised through consistent and collaborative curriculum delivery, informed by data and enlivened by our Catholic faith.

## Accredited Curriculum Overview

### Foundation to Year 10

The Victorian Curriculum F–10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–10 and 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.

The Victorian Curriculum F–10 can be found here: <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 discrete discipline knowledge and understanding, in addition to a set of skills, behaviours and dispositions. These general capabilities apply across discipline content and equip students to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

### Scope

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

At St Roch's, the 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 curriculum design process, allowing them to contribute to decisions about what they need to know and when.

### Curriculum Content

St Roch's will take inspiration from the *Horizons of Hope* education framework. This framework supports MACS 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 Religious Education, Leadership, Wellbeing and Diversity.

Religious Education has a central place in the teaching and learning program at St Roch's as it reflects our unique character of Catholic identity and focus as a MACS school. The primary source for developing our religious education program is the MACS Religious Education Curriculum Framework.

The school implements the Victorian Curriculum F–10 in order to provide students with a comprehensive teaching and learning program across the year levels with age-appropriate content, sequential learning patterns and interrelated

aspects of the content and skills of the desired learning capabilities. Refer to the *Horizons of Hope Foundation Statement – Pedagogy in a Catholic School*. The Victorian Curriculum can be found here: [Victorian Curriculum F–10](#). All content is developed using the following documents:

- St Roch’s Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Roch’s school policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy

The school’s learning and teaching program is the school-based plan for delivering this common set of knowledge and skills in ways that best use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, St Roch’s will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

## Whole-school Curriculum Plan and Time Allocation

### Curriculum overview – Foundation to Year 10

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units. The recommended weekly time allocations are in line with recommendations of the educational authorities and are averages of curriculum implementation which may span across the two-year cycle. Furthermore, multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

### Foundation to Year 10

Learning Areas	Recommended Time Allocated
<b>Religious Education</b>	2 hours 30 minutes, weekly
<b>English</b> <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>	2 hours daily Total time should not be less than 10 hours per week on average over the course of a school year and may vary across year levels.
<b>Languages - Italian</b>	40 minutes per week
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>	1 hour daily Five days per week Total time should not be less than five hours per week on average over the course of a school year.
<b>Health and Physical Education</b>	2 hours
<b>The Arts</b>	1 hour weekly
<b>The Humanities</b> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul>	2 hours and 15 minutes weekly The learning areas of Science, the Humanities, Health and Physical Education, and Technologies will be taught ensuring an average of three hours per week over the course of a school year. The focus is on the integrated unit of work using the school’s evidence-based inquiry approach.
<b>Science</b> <b>Technologies</b> <ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Digital Technologies</li> </ul>	
<b>TOTAL</b>	<b>25 hours weekly</b>

### Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. It is expected that the knowledge and skills defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The four capabilities of the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

## Inquiry Practice at St Roch's

Inquiry units of learning at St Roch's are designed around developing important conceptual understandings. Our approach is multi-disciplinary, building student's literacy, numeracy and ICT skills alongside content knowledge and general capabilities. A two year cycle is created bi-annually and Professional Learning Meetings and facilitated planning in teams support the implementation of the inquiry process.

## Implementation

The curriculum is designed and delivered from whole-school to year 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.

A variety of other resources, including online resources, are available to support planning.

St Roch's will implement the curriculum plan by creating a two year cycle that is reflected on biannually. Year level planning groups design units of work each term based on our termly 'Learning and Teaching' Statement. Planning Sessions in teams and facilitated planning support the design and implementation of these units of work. Teachers also receive the correct provision of time for planning in teams and individually

## Evaluation

This policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.

## School Policies

Learning and Teaching Policy

## Scope and Sequence – St Roch’s Learning and Teaching Program

### CURRICULUM TWO YEAR CYCLE PLAN 2022-2023 [\(Inquiry practices at St Roch’s\)](#)

YEAR 2022	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<p><b>Theme: Walking Together</b></p> <p><i>Luke 6:31</i> <i>‘Do to others as you would have them do to you’</i></p>	<p><b>CONCEPT: Growth</b></p> <p><b>Walking Together to grow (WELLBEING) Learning Together</b> (3 weeks)</p> <p><b>(HEALTH &amp; Biological SCIENCE )</b> (6 weeks)</p> <p>Capabilities: Personal &amp; Social</p> <p>Art Specialist STEM Specialist PE Specialist PA Specialist Italian Specialist</p>	<p><b>CONCEPT: Identity</b></p> <p><b>Walking Together always (HISTORY)</b></p> <p>ART SHOW</p> <p>Capabilities: Intercultural</p> <p>Art Specialist STEM Specialist PE Specialist PA Specialist Italian Specialist</p>	<p><b>CONCEPT: Curiosity</b></p> <p><b>Walking Together with open eyes (SCIENCE) Earth and Space</b></p> <p>Capabilities: Critical and Creative</p> <p>Book Week</p> <p>STEM Specialist PE Specialist PA Specialist Italian Specialist</p>	<p><b>CONCEPT:</b></p> <p><b>Walking Together for Justice (DESIGN TECHNOLOGY) Economics &amp; Business</b></p> <p>Capabilities: Ethical</p> <p>STEM Specialist PE Specialist PA Specialist Italian Specialist</p>
YEAR 2023	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<p><b>Theme: ‘Inspired to Grow and Enrich’</b></p> <p><i>(Matthew 18:20)</i> <i>‘For where two or three gather in my name, there am I with them.’</i></p>	<p><b>CONCEPT: Community WELLBEING</b></p> <p>Creating a Learning Community (3 weeks)</p> <p><b>(Civics &amp; Citizenship/ Health (Community))</b></p> <p>Capabilities: Art Specialist STEM Specialist PE Specialist PA Specialist Italian Specialist</p>	<p><b>CONCEPT: SCIENCE Physical</b></p> <p>Capabilities:</p> <p>Art Specialist STEM Specialist PE Specialist PA Specialist Italian Specialist</p>	<p><b>CONCEPT: GEOGRAPHY CIVICS &amp; CITIZENSHIP</b></p> <p>Capabilities: PRODUCTION</p> <p>Art Specialist STEM Specialist PE Specialist PA Specialist Italian Specialist</p>	<p><b>CONCEPT: SCIENCE Chemical</b></p> <p>Capabilities:</p> <p>Art Specialist STEM Specialist PE Specialist PA Specialist Italian Specialist</p>

<b>Responsible director</b>	Director, Learning and Regional Services
<b>Policy owner</b>	General Manager, Improved Learning Outcomes
<b>Approving authority</b>	Director, Learning and Regional Services
<b>Approval date</b>	November 2022
<b>Risk rating</b>	High
<b>Date of next review</b>	November 2024
<b>POLICY DATABASE INFORMATION</b>	
<b>Related documents</b>	
<b>Superseded documents</b>	School Curriculum Plan Overview – v1.0 – 2021
<b>New policy</b>	