

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

St Roch's provides a comprehensive curriculum with a strong focus on literacy and numeracy and integrated inquiry learning which addresses the curriculum areas of Religious Education (RE), Science, The Humanities (History, Geography, Civics and Citizenship, Economics and Business), Technologies (Design Technology), Visual Arts and Health. These curriculum areas are integrated with the English and Mathematics programs so that students have a context through which they develop their literacy and numeracy skills. Curriculum content is considered within the context of the Catholic teaching and traditions and the focus is on deep learning rather than surface knowledge.

Vision

Religious Education is at the centre of both the formal and informal curriculum at St Roch's. Our Vision Statement: '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' is visible within our culture and active sacramental and liturgical practices. We believe in a whole-school approach to planning for rich student learning in Religious Education using the Pedagogy of Encounter process. This process invites dialogue, deep thinking and engagement with the Catholic story. Working alongside the Inquiry Planning Cycle, Religious Education includes planning as a whole school, level Planning and Facilitated Planning with the Religious Education Leader using an interactive Religious Education Planner. Refer also to Religious Dimensions Policy.

Purpose

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 Roch'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.

The Victorian Curriculum forms the basis of the St Roch's curriculum plan. The school's two year Learning and Teaching Plan outlines the key conceptual understandings and content to be developed as throughlines across the school in a two year period. Each term is dedicated to developing one key concept from Prep to Year 6 and aligning this with curriculum content, school values, Religious Education and school/community events. The school curriculum plan is reviewed towards the end of the two year period and a new plan developed. Each two year plan aims to provide a balance of curriculum content and is designed to provide sequential and developmental learning experiences for students as they move through the school.

Principles

At St Roch’s, teaching is designed around students’ needs and interests and assessment information is used to monitor each student’s growth and progress. Teachers at St Roch’s create communities of learning that invite questions and support students to be curious and to develop the skills and resilience they need to succeed as lifelong learners. We use an inquiry approach to multidisciplinary learning, encouraging our students to think critically and to make connections with their learning and real life. Inquiries are designed around developing important conceptual understandings that can be applied to a wide range of contexts. Through engaging in inquiries about the world around us and investigating important issues facing society, we aim for our students to experience deep and relevant learning that encourages reflective and creative thinking. At St Roch’s, we seek to develop motivated, creative and independent learners who demonstrate strong social values and are capable of making a difference in their 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 Roch’s

At St Roch’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 Roch’s will implement the curriculum by:

Planning

Planning of integrated inquiry units at St Roch’s occurs in three stages:



Stage 1: Whole staff PLM

Planning begins with a concept which is a throughline for inquiries across the whole school. At Stage 1, a PLM is dedicated to the development of a Learning and Teaching statement that outlines the importance of learning about the concept, the knowledge, skills and capabilities that the students will develop, relevance to students’ lives as well as how the concept relates to the Catholic faith. This PLM involves an exploration of relevant content from the Victorian Curriculum and the R.E. Curriculum.

Stage 2: Full Day Planning

At the end of each term, a full day is dedicated to planning of the inquiry units in teams. This day involves an aspect of professional learning around the curriculum content area and the designing of provocations to engage students in the learning. Key concepts, understandings and guiding questions are developed and Victorian Curriculum content is identified, including Capabilities.

Stage 3: Facilitated Planning

During Week 2 or 3 of the term, each planning team spends two hours in a facilitated planning session with the L&T leader. Teachers come to this planning session with evidence of students’ prior knowledge and their interests and/or

questions about the topic. This information is used as the basis for planning the next sequence of learning experiences.

Teachers design learning experiences for the unit in 3 phases:

- Building
- Investigating
- Applying

The Building section of the Inquiry only is planned in Stage 2 of the planning cycle. This involves providing a stimulus or provocation to engage students, finding out prior knowledge and building skills, vocabulary and content knowledge required. A review of student interests and questions further guides the planning of the Investigation and Applying components of the Inquiry. These are discussed at a facilitated planning session in Stage 3 of the planning cycle when the direction of the unit is further planned and documented. Skills and content from the Victorian Curriculum are taught explicitly in the Building stage of the Inquiry and assessment of these skills and understandings form the basis for reporting in the content and capability areas.

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

St Roch’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 St Roch’s 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 and Viewing • Speaking and Listening • Grammar and 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 and Algebra • Measurement • Geometry • Statistics and 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 and Physical Education	2.5 hours weekly
Arts <ul style="list-style-type: none"> • Performing Arts • Visual Arts 	2 hours weekly
Humanities <ul style="list-style-type: none"> • Civics and 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 and Technology • Digital Technologies 	2 hours and 15 minutes weekly The learning areas of Humanities, Science, Health and 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 St Roch's Conceptual Framework.
Languages <ul style="list-style-type: none"> • Italian 	40 minutes weekly
STEM	1 hour weekly
TOTAL	27 hours and 40 minutes 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, practiced, deployed and demonstrated by students in and through their learning across the curriculum:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and 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 Roch's policies for each of the learning areas
- St Roch'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.

Curriculum and Teaching Practice is reviewed term by term, on a yearly basis and using a two year planning cycle during whole school / team planning sessions.

Evaluation	This Policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.
School Policies/References	
Date of Ratification	
Date of Review	
Source	MACS