Curriculum Plan

St Mary's 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.

Curriculum and Learning Policy

Vision

Enlightened by faith, St. Mary's is a safe and inclusive community that fosters strong, positive relationships in an engaging and empowering learning environment. We are committed to life-long learning and making a difference in our world.

Mission

As a learning community, we are committed to:

- Our faith community, fostering a collaborative environment where all students and teachers are empowered to reach their full potential
- Ensuring learning for our students is a continuum and promotes lifelong learning
- Achieving a high level of student engagement and teacher efficacy through ensuring a culture of sharing and mutual support
- Planning a curriculum which has entitlement for all, is inclusive and promotes high expectations for all students
- Creating authentic links to the local and global community
- Maximising the use of technologies to optimise learning for all.

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 Mary's 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.

Principles

At St Mary's Primary School:

- We have high expectations and believe that children can learn and achieve growth
- We use high quality, evidence based teaching strategies to engage students and to personalise learning for students
- We have a shared commitment to continual improvement and the development of our pedagogical knowledge and skills through ongoing professional learning, dialogue and the sharing of best practice
- We use data as part of ongoing teaching and learning cycles, to identify "next step" learning for every student, to monitor improvement and growth over time
- We value and engage in conversations around value-adding, target setting, growth and improvement
- We are committed to consistently evaluate, review and reset our practices
- We provide supportive and productive learning environments that promote student voice and agency, and real-world contexts for learning
- We engage with parents as partners to best support student learning needs.

Scope

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

At St Mary's 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

St Mary's Primary School will implement the curriculum through a two-year curriculum cycle and through short, medium and long term teaching and learning cycles, where Learning Intentions, Success Criteria and Feedback is explicit and High Impact Teaching Strategies are utilised:

The curriculum is designed and delivered from whole-school to level planning in Professional learning Teams 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.

Teaching and Learning Cycles

Teachers at St Mary's work collaboratively to implement ongoing teaching and learning cycles. Cycles can be long term (a term), medium term (4-5 weeks) and short term (1-2 weeks) teaching and learning

cycles:

1. Evaluate & Diagnose- (observe and analyse all data sources and identify trends)
2. Prioritise & Set Goals- (set major and minor focus areas and set targets to achieve in certain times)
3. Develop & Plan- (use data analysis from pre and post testing to set priorities for the co-teachers and teachers)
4. Implement & Monitor- (ensure equity for all through teachers, co-teachers, monitor student progress and provide the Learning Diversity Team with information on students of concern).
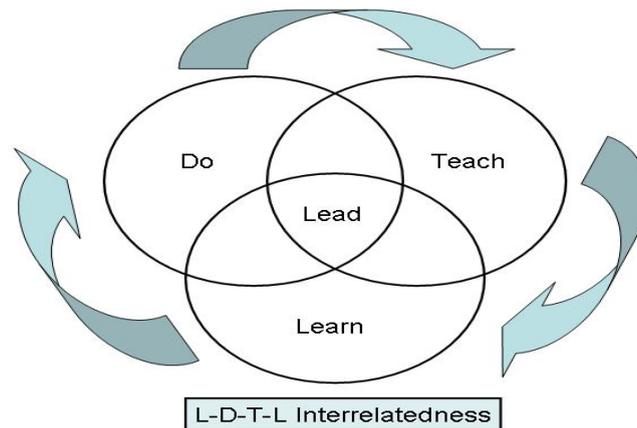
Step 1- Define: Setting the Direction

Using timely formative assessment, consider:
- What can we see/notice?
- What groups of students are not making the levels of growth or progress that we would expect?
- Which students need extending?
- Which students require learning adjustments?
- What small targets could we set?
- What could be addressed in rehearsal/whole class time and what is more specific to explicit teaching groups?

Step 2- Understanding: The Learner and Our Practice

Consider the following:
- Why hasn't this student/these students achieved as expected?
- Why are they at risk?
- What is currently in place? What might these students need more of? What might these students need less of?
- Where are the opportunities to make quick, but high-impact changes to practice? (HITS)
- What research-based or practice-based evidence supports these suggested changes?

Step 3- Design: The Learning through Planning and Target Setting

Consider the following:

- What high-impact changes can we make to the design of learning in order to see an improvement in student engagement and progression?
- How is the environment set up so that everyone is successful?
- What evidence based strategy/HITS can we use to improve growth and progress?
- What will the classroom look like? When will it be happening? Who will be involved?
- What evidence will you collect? How will you collect it? How will you be able to demonstrate whether growth has occurred? (Evidence of student learning growth; Evidence about student engagement and experience of learning)

Step 4- Evaluation: Feedback, Review & Reset

Consider the following:
- Did our students achieve set targets and are our practices working?
- What feedback strategies did I use? How am I providing evidence of this?
- What now, where next?
- What did we learn about the effectiveness of our teaching strategies?
- How can we continue to monitor and track the students?

Learning Intentions, Success Criteria and Feedback

Learning Intentions
Transparent learning intentions describe explicitly to students what they need to learn and be able to do.

Effective learning intentions at St Mary's are:

- Short term (for a lesson or part of a lesson), or long term (over a series of lessons or a unit of work)
- Concise and presented in student-friendly language
- Inclusives for all students, recognising that not all student will be starting at the same entry point
- Able to make clear to students the level of achievement they need to attain, where to invest their thinking and where they are positioned along a trajectory of learning.

Each lesson or unit commences with teachers articulating the learning intention. Long term learning intentions are clearly displayed in the classroom. Short term learning intentions are written or clearly articulated at the commencement of a lesson (including in small focus groups). Each lesson or unit concludes by referring to the learning intention and helping students understand how much closer they are to achieving it.

Success Criteria
Success criteria are used to help students gain knowledge of what the end point looks like, helping students to answer, "How do we know when we've arrived?", and "How will success be judged?". Students should be actively involved in devising success criteria. Success criteria help students see a pathway to attaining the learning intention. They include strategies for understanding the learning intention or plans for attaining the learning intention. Success criteria can be presented in a number of ways, including: through checklists, rubrics and 'Bump it Up' walls.

Feedback
Timely, ongoing feedback is provided to students on how they have performed against success criteria in working towards the achievement of learning intentions. Feedback can involve teacher-to-student,

student-to-student or student-to-teacher feedback. Students use Seesaw to provide feedback to parents about their learning goals and achievement against learning intentions and success criteria.

HIgh Impact Teaching Strategies (HITS)

HITS are 10 instructional practices that reliably increase student learning wherever they are applied. They emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world. International experts such as John Hattie and Robert Marzano have synthesised these studies and ranked hundreds of teaching strategies by the contribution they make to student learning. The HITS sit at the top of these rankings.

For any concept or skill that students need to learn, using a HITS to teach it increases the chances that students will learn it, compared to using other strategies. Knowing their students and how they learn, teachers are well-placed to judge whether a HITS or another strategy is the best choice to teach that concept or skill.

The 10 HITS are:

1. Setting Goals
2. Structuring learning
3. Explicit teaching
4. Worked Examples
5. Collaborative Learning
6. Multiple Exposures
7. Questioning
8. Feedback
9. Metacognitive Strategies
10. Differentiated Teaching

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

St Mary's 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 St Mary's 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.

Learning Areas	Recommended Time Allocated
English ● Reading & Viewing ● Speaking & Listening ● Grammar & Spelling ● Writing	2 hours daily (or 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)
Mathematics ● Number & Algebra ● Measurement & Geometry ● Statistics & Probability	1 hour daily (or total time should not be less than 5 hours weekly on average over the course of a school year)
Religious Education	2 hours weekly
Health & Physical Education	1.5 hours weekly (2 hours Yrs 5-6)
Arts	2 hour weekly
Humanities ● Civics & Citizenship ● Economics ● Geography ● History **Science** ● Science as a Human Endeavour ● Earth Science ● Biological Science ● Chemical Science ● Physical Science **Technology** ● Design & Technology ● Digital Technologies	2.5 hours weekly The learning areas of Humanities, Science, Health & 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 Mary's Primary School Conceptual Framework.
Capabilities ● Personal and Social Capability	1 hour weekly Personal and Social Capability is developed across the curriculum but also through explicit teaching one hour a week through SEL (Social Emotional Learning) lessons
Languages ● Chinese (Mandarin)	1 hour weekly
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 Mary's Primary School statements for each of the learning areas
- St Mary's Primary School Religious Education Scope and Sequence: Religious Education Curriculum Framework
- Victorian Curriculum F–10

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

- Literacy Statement
- Mathematics Statement
- Intervention Framework
- Professional Learning Policy