

St Leonard's 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

Aspiring to Excellence.

Mission

In the spirit and tradition of Catholic Education, we aim to provide a safe and caring Gospel based Christian educational environment for the children of St. Leonard's Parish.

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 Leonard'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.

Principles

At St Leonard's we use the following guiding principles:

- We provide opportunities for personalised learning.
- Both extension and intervention opportunities will be provided for all students according to need.
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters wherever practicable.
- Parents will be kept well informed of their child's progress, will be invited to be active participants in their child's learning, and will be provided with ongoing opportunities to improve their own teaching skills.
- Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs.
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills, and will be based upon cooperative 'whole child' learning strategies.
- Sequential courses of study in all learning areas will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching strategies.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Teachers will become skilled practitioners in the use of learning technologies, and will incorporate the use of technologies to enhance learning opportunities.

Scope

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

At St Leonard'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 design process, allowing them to make decisions about what they need to know and when.

Implementation

The teachers will provide a learning environment that is supportive and productive by:

- building positive relationships through knowing and valuing each student
- promoting a culture of value and respect for individuals and their communities including but not limited to Aboriginal and Torres Strait Islander
- using strategies that promotes student self confidence and willingness to take risks with their learning
- ensuring each student experiences success through structured support, the valuing of effort and recognition of their work

The teachers will provide a learning environment that reflects the student's needs, backgrounds, perspectives and interests by:

- using strategies that are flexible and responsive to the values, needs and interests of individual students
- using a range of strategies that support the different ways of thinking and learning
- building upon student's prior knowledge and skills
- providing ongoing experiences that reflect a rich and diverse digital world.

The teachers will provide learning environments that challenge and support students to develop deep levels of thinking and application by:

- planning sequences to promote sustained learning that builds over time and emphasises connections between ideas
- promoting rich and deep discussion of ideas
- emphasising the quality of learning with high expectations of achievement
- using strategies that challenge and support students to question and reflect

Effective teaching and learning environments are driven by quality assessments that:

- reflect the full range of learning program objectives
- ensure students receive frequent constructive feedback that supports further learning
- make learning intentions and success criteria explicit where practical
- use practices that encourage reflection and self assessment.

The teachers will provide a learning environment that connects into communities and practices beyond the classroom by:

- planning for students to interact with the local and broader communities and community practices
- using technology to connect, collaborate and share learning with others
- providing opportunities to become aware of social justice issues and become more proactive in the local and broader community.

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.

St Leonard's Primary School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum. At St Leonard's we use the Victorian F-10 Curriculum to guide our teaching and learning programs.

The school's curriculum will be audited on a yearly basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. Teams will be asked to review Yearly Overviews and Curriculum Standards at the end of each year.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Action Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school will utilise CEM policy and guidelines, online resources, internal and external expertise, mentoring, coaching, and peer observation to support staff to continually improve their method and practice of 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 Leonard's will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Leonard'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 Leonard'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 Area	Foundation to Year 2	Years 3 to 6
Religious Education	2.5 hours	2.5 hours
English <ul style="list-style-type: none"> • Reading & Viewing • Speaking & Listening • Grammar & Spelling • Writing 	10 hours (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)	9-10 hours (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)
Library (includes English)	40 minutes	40 minutes
Mathematics <ul style="list-style-type: none"> • Number & Algebra • Measurement • Geometry • Statistics & Probability 	5 hours (total time should not be less than 5 hours weekly on average over the course of a school year)	5 hours (total time should not be less than 5 hours weekly on average over the course of a school year)
Physical Education	40 minutes (plus exercise breaks)	1 hour 40 minutes (includes inter-school sport)
The Arts - Art (Visual Arts)	40 minutes	40 minutes
The Arts - Performing Arts (Dance, Drama Music)	40 minutes	40 minutes

Languages - Italian	40 minutes	40 minutes
Personal and Social Learning	1 hour	1 hour
Inquiry Humanities <ul style="list-style-type: none"> ● Civics & 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 & Technology ● Digital Technologies 	2-3 hours 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 Leonard's Conceptual Framework.	2-3 hours (plus when incorporated into literacy with the Read to Learn model) 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 Leonard's Conceptual Framework.
Assembly	40 minutes	40 minutes
TOTAL	24.5 hours	24.5 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:

- St Leonard's policies for each of the learning areas
- St Leonard'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.

Evaluation

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

School policies/references

Inquiry Overview

Specialist Overviews

Vision and Mission Statement

Assessment and Reporting Policy and Procedures

English Policy

Maths Policy

Health and Physical Education Policy

Languages Policy

Library Policy

Religious Education Policy

Science and Humanities Policy

Teaching and Learning Policy

Wellbeing Policy

The Arts Policy

Four Capabilities Policy

Victorian Curriculum Policy