

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

To be a Gospel based Christian educational environment for the children of St. Leonard's Parish.

Purpose

At St Leonard's, we understand that student learning is fundamental to achievement and effective participation in later life and is the core responsibility of schools. Student learning is greatly affected by the quality of teaching that learners experience. Teachers, therefore, must ensure that their teaching skills, knowledge and commitment are of the highest standard.

The curriculum is a statement of the purpose of schooling and defines what all students have the opportunity to learn as a result of their schooling.

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.

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.

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 curriculum design process, allowing them to contribute to decisions about what they need to know and when.

Curriculum Content

St Leonard'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 Leonard'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 Leonard's Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Leonard'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 Leonard'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 or electives (as in the case for Years 7–10). 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
Religious Education	2 hours 30 minutes, weekly
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 per week on average over the course of a school year and may vary across year levels.
Languages	75 minutes per week – 15 minutes daily
Mathematics <ul style="list-style-type: none"> ● Number and Algebra ● Measurement and Geometry ● Statistics and Probability 	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.
Health and Physical Education	2 hours 30 minutes weekly
The Arts	1 hour weekly
The Humanities <ul style="list-style-type: none"> ● Civics and Citizenship ● Economics and Business ● Geography ● History Science Technologies <ul style="list-style-type: none"> ● Design and Technology ● Digital Technologies 	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.
TOTAL	25 hours weekly

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 .

Implementation

St Leonard's will implement the curriculum plan by teachers who will be responsible for providing differentiated learning experiences to support the needs of individual students. Clear and achievable learning goals will be set, and students will be involved in evaluating their learning. This will be achieved through Learning Intentions and co-constructed Success Criteria. Learners will be provided with regular feedback about their learning, and supportive learning partnerships will be developed between students, teachers, and parents.

Learning opportunities will:

- Support opportunities for problem-solving and risk-taking
- Cater to all students, develop thinking skills and enable students to make connections to relevant real-life contexts
- Be challenging, engaging and provide for student success
- Build upon students' prior experiences, knowledge and interests
- Promote cooperation and collaboration.

Teachers will develop and implement sequential courses of study in all key learning areas. Digital and Design Technologies will be incorporated as an integral part of teaching and learning. Learning and teaching will be evaluated in an ongoing manner to improve teaching practice and student outcomes.

All teachers will undertake professional learning in line with the School's Strategic and Annual Action Plan Priorities. Teachers will draw upon the expertise of others by forming teams (Professional Learning Teams) to develop, implement, and evaluate the curriculum.

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 drives student learning and lifts student outcomes.

Evaluation

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

School Policies

- St Leonard’s policies for each of the learning areas
- Assessment and Reporting Policy

Scope and Sequence – St Leonard’s Learning and Teaching Program

The school’s curriculum planning 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
- St Leonard’s Inquiry Learning Scope and Sequence
- St Leonard’s Social and Emotional Learning Scope and Sequence
- Victorian Curriculum F-10

A variety of other resources, including online resources such as OCHRE Education, will be available to support planning.

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Director, Learning and Regional Services
Approval date	November 2022
Risk rating	High
Date of next review	November 2024 This Policy was updated in April 2024

POLICY DATABASE INFORMATION	
Related documents	
Superseded documents	School Curriculum Plan Overview – v1.0 – 2021
New policy	