

St Kevin's Curriculum Plan



St Kevin'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

We are a welcoming Catholic community which stimulates a zest for life and learning inspiring all to be the best they can be. We flourish in a safe, dynamic and inclusive atmosphere where innovative collaboration empowers excellence.

Mission

We bring our faith to life by accepting the challenge to act justly, humbly and tenderly.

We work collaboratively to create a contemporary sustainable and personalized curriculum focussed on excellence.

Diverse skills, talents and passions are nurtured in a safe, rigorous, creative and restorative learning environment.

Our community models compassion and empathy in our global neighbourhood.

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 Kevin'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 Kevin's the teachers will plan teaching and learning approaches which:

- recognise that effective learning involves construction of meaning by the learner
- recognise the importance of designing and negotiating appropriate learning experiences
- enhance different learning styles
- affirm the different needs of individual learners
- help the learner use strategies and processes which take them beyond their styles to enhance and maximize their learning
- teach learners about their own learning
- provide negotiation between the learner and the teacher
- prepare learners to live in the emerging world - a world with a global and local focus
- focus on thinking about thinking and thinking about learning
- use technologies in ways that reflect professional and community practices.

Scope

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

At St Kevin'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 Kevin's will implement the curriculum by developing whole school scope and sequence documents in line with Victorian Curriculum to ensure curriculum entitlement is achieved for all students.

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.

At St Kevin's we believe that learning is most effective when there is a presence of positive relationships and mutual respect. An ethical, restorative outlook is modelled and taught, and we value and celebrate one another's individuality. We believe that all children can learn and that all children have the right to be engaged by and involved in the school curriculum regardless of ability, interests or preferred learning style.

We believe that all students need to be given opportunities to:

- communicate ideas
- work independently and interdependently
- think critically as well as imaginatively
- be autonomous, self-directed learners
- be effective problem solvers
- be flexible and adaptable learning risk takers
- use Information and Communication Technology (ICT) and Web based tools to learn and share their learning
- build relationships based on our Gospel Values and connect faith to life
- use technologies in ways that reflect professional and community practices
- participate in student-centred, personalized learning
- take risks in their learning in safe, supportive and collaborative environments.

In order to engage with the challenges identified we have developed an agreed set of design principles that our practice in the area of Teaching, Learning and Assessment is based upon. These design principles are the drivers of our practice as defined in the following table.

<i>Principles</i>	<i>Practices</i>
The following set of design principles drive the practice of teaching and learning at St Kevin's.	Therefore educators at St. Kevin's:
Our Catholic Faith is brought to life through all interactions.	<ul style="list-style-type: none"> • Build sound relationships between teacher and child that are grounded in restorative justice and the notion of 'high expectation/high support'. • Provide a consistently safe, positive and secure environment. • Model and adhere to child safe practices. • Support the ethos of the Catholic Church in all areas.
Staff personally know students very well.	<ul style="list-style-type: none"> • Recognise learners as individuals with specific strengths and needs and provide experiences that both challenge and interest them. • Acknowledge emotions and emotional contexts. • When appropriate, make use of these contexts as opportunities for learning. • Communicate positive expectations and confidence in the learners' abilities. • Acknowledge and celebrate success. • Build on the diverse personal, social and cultural experience, knowledge and skills that learners bring to new learning. • Develop positive relationships with and between all involved in the learners' learning. • Build a sense of community, group identity and appropriate learning partnerships.
Parents are treated as co-educators of their children.	<ul style="list-style-type: none"> • Build on sound relationships between home, school and parish through effective and open communication and collaboration. • Ensure consistently respectful communication to, with and about the child. • Inform parents of student learning outcomes, highlighting strengths and weaknesses. • Include opportunities for parents to be involved in student learning at school.
Students learn through solving real world problems that engage them and connect them to the wider community.	<ul style="list-style-type: none"> • Connect what is being taught to hypothetical and real-life experiences. • Relate what is being taught to learners' experiences and interests. • Explicitly teach thinking and learning strategies. • Plan for purposeful teacher/student, student/student interaction. • Ensure that the use of ICT adds value to the intended learning. • Appraise the effectiveness, efficiencies and ethics of the use of ICT in the design of learning programs. • Design learning programs that ensure the integrity of the learning area and the inclusion of all students.

	<ul style="list-style-type: none"> • Provide activities that cater for different learning styles and preferences, and allow opportunities for collaborative learning both within and beyond the school.
<p>Data informs collaborative planning and teaching that is based on student needs in order to maximise student growth.</p>	<ul style="list-style-type: none"> • Make learning visible to students through the use of learning intentions and success criteria. • Provide scaffolds for learning to assist all learners in extending their levels of thinking and understanding. • Seek to discover what learners already know, value and are able to do. • Structure activities to challenge learners' suppositions and preconceptions. • Are clear that the primary purpose for assessment is to improve learning and that assessment is in itself a central learning experience. • Use pre and post assessment to guide teaching and learning. • Use assessment to provide all learners with the capacity to demonstrate what they know, value and are able to do. • Use assessment gathered to monitor students' achievements against similar cohorts/individuals. • Integrate assessment strategies that focus on demonstrations of understanding moving beyond gathering and recalling information. • Utilise judgements that are moderated through professional collaboration to enhance fairness, reliability and validity. • Use assessment to encourage learners to exhibit their actual understandings. • Monitor individual progress enabling tasks to be personalised to meet the needs of each student. • Implement a balance of assessment tasks that are based on real-world contexts and embedded in current learning. • Scaffold learning using appropriate technologies, content, services and environments. • Acknowledge attempts with specific, purposeful and constructive feedback that is about the product rather than the child. • Provide activities that are appropriate to outcomes and give each child the possibility of achieving success. • Provide students with a variety of group and classroom structures.
<p>Teachers behave professionally and are dedicated to ongoing professional learning in order to develop their practice.</p>	<ul style="list-style-type: none"> • Expect that all people can learn. • Are passionate about learning. • Model curiosity and persistence. • Maintain challenging expectations for all learners. • Continually update knowledge and understanding with ongoing professional learning. • Maintain professional standards outlined by the Victorian Institute 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 Kevin's will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

[St Kevin'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 Kevin'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 & Viewing• Speaking & Listening• Grammar & Spelling• Writing	10 hours weekly - 2 hours daily (Years P -2) 8 hours weekly - (Years 3 – 6)
Mathematics <ul style="list-style-type: none">• Number & Algebra• Measurement• Geometry• Statistics & 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	2.25 hours weekly
Health & Physical Education (including SEL)	2.75 hours weekly
Arts (including Performing Arts and Visual Arts)	2 hours weekly
Humanities <ul style="list-style-type: none">• Civics & Citizenship• Economics	2 hours weekly (Years P – 2) 4 hours weekly (Years 3 – 6) The learning areas of Humanities, Science, Health, and Technology will be taught, using an inquiry

Learning Areas	Recommended Time Allocated
<ul style="list-style-type: none"> • Geography • History <p>Science</p> <ul style="list-style-type: none"> • Science as a Human Endeavour • Earth Science • Biological Science • Chemical Science • Physical Science <p>Technology</p> <ul style="list-style-type: none"> • Design & Technology • Digital Technologies 	<p>approach through an integrated unit of work developed under the St Kevin’s framework.</p>
Languages Other Than English - Mandarin	1 hour per week
TOTAL	25.00 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 Kevin’s policies for each of the learning areas
- St Kevin’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.