

# St Luke's School

## Curriculum Plan



St. Luke's 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

***St Luke's school is a compassionate and faith filled community dedicated to inspire and educate all.***

We provide a safe environment where responsible risk-taking is encouraged.

We promote lifelong learning where teamwork and independence are demonstrated.

We reach out with empathy and inclusiveness.

We build honest relationships which enrich our community.

### Mission

The staff of St. Luke's strongly believes that education is a gift for life. In order to empower children to become active and informed citizens of the local, national and global community and fully utilise the opportunities provided to them within our school community, we are committed to ensuring the best possible learning environment. This statement, reflective of the Melbourne Declaration Goals (2009), outlines our shared beliefs about learning and the implications for teaching and assessment.

### Purpose

At St. Luke's we aim to:

- optimise student learning through the implementation of the Victorian Curriculum across each learning area from Foundation to Year 6, in a manner consistent with system requirements and locally identified needs
- use the Victorian Curriculum as a basis for teacher professional development
- use the Victorian Curriculum achievement standards as a basis for reporting to parents

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. Luke’s 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

The creation and implementation of policies, belief statements and teaching planning, practices and opportunities at St Luke’s School are all founded upon the following design principle statements –

- Effective teacher practice, developed through strategic professional development is essential to enhance student learning outcomes
- We are committed to our Catholic identity and we live it with all.
- We aim to engage students through a range of learning experiences.
- We are committed to fostering the spark of curiosity.
- We believe in a supportive and productive learning environment which uses assessment to guide teaching.
- We are committed to personalised learning by catering for the diverse needs of our students.
- We recognise risk taking is a part of learning.
- We believe that the role of the teacher is to facilitate learning and promote independence and problem-solving.

## Scope

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

At St. Luke’s 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. Luke’s School will implement the curriculum by:

- Being committed to the successful implementation of each of the Victorian Curriculum F-10 learning areas from Foundation to Year 6.
- The school will maintain a consistent learner –centred and Inquiry approach across all levels in the planning and the teaching of the content of the Victorian Curriculum.

- The school community will be informed of curriculum direction and implementation across the school via the Annual Report to the Community.
- The Principal and Learning and Teaching Team will lead the staff in the development and implementation of the Victorian Curriculum from Foundation to Year 6.
- Whole school professional development opportunities will be provided for the Victorian Curriculum to support the understanding and implementation needs of each teacher.
- All teachers are required to work with their levels and at Professional Learning Team meetings to contribute to the development and implementation of throughlines based on the Victorian Curriculum and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures
- Student achievement will be measured and reported to students, parents and the wider community against the Victorian Curriculum achievement standards, in each of the learning areas
- Teachers participate in the collection of student achievement data and have input into school decisions resulting from interpretations of student achievement data
- Ongoing auditing will take place to ensure the knowledge, skills and dispositions of the Victorian Curriculum are being delivered.

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

St. Luke'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. Luke'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 Areas	Recommended Time Allocated
<b>English</b> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing</li> <li>• Speaking &amp; Listening</li> <li>• Grammar &amp; Spelling</li> <li>• Writing</li> </ul>	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)
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number &amp; Algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics &amp; Probability</li> </ul>	1 hour daily (total time should not be less than 5 hours weekly on average over the course of a school year)
<b>Religious Education</b>	2.5 hours weekly
<b>Health &amp; Physical Education</b>	2.5 hours weekly
<b>Arts</b>	1 hour weekly
<b>Humanities</b> <ul style="list-style-type: none"> <li>• Civics &amp; Citizenship</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>• Science as a Human Endeavour</li> <li>• Earth Science</li> <li>• Biological Science</li> <li>• Chemical Science</li> <li>• Physical Science</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>• Design &amp; Technology</li> <li>• Digital Technologies</li> </ul>	2 hours and 15 minutes 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. Luke's Primary School Conceptual Framework.
<b>TOTAL</b>	<b>25 hours weekly</b>

## 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. Luke's School policies for each of the learning areas
- St. Luke's School 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

Refer to St Luke's Learning and Teaching Curriculum Policies and Statements