

Curriculum Plan



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS



Our Lady of the Assumption Parish 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).

Curriculum and learning policy

Vision

We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the spirit of Jesus.

Mission

We promote a love of learning, through partnership with families, staff and the Parish community in a just and inclusive environment.

Purpose

At Our Lady of the Assumption Parish Primary School, we believe that it is the role of the Catholic school to nurture the faith of students and to develop their academic, emotional, social and physical wellbeing. It is through the development of the whole child that we are able to recognise each individual's full potential and cater for the diverse needs of all. Learning experiences should reflect the following:

- the learning environment promotes student needs, diversity, backgrounds, perspectives and interests in the learning programs from P-6
- the learning programs are supportive and productive;
- students are challenged and supported to develop deep levels of thinking and application
- assessment practices are an integral part of learning and teaching
- learning connects strongly with communities and practice beyond the classroom

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 Our Lady of the Assumption Parish 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 Our Lady of the Assumption Parish Primary School:

We aim to provide quality teaching and to deliver the Victorian Curriculum, using opportunities for each child to achieve success.

1. Promote use of consistent, contemporary pedagogy that will enable maximum achievement for all students
2. Provide a diverse framework for learning that engages students and caters for different learning styles
3. Promote and nurture lifelong learning by equipping students with the skills required
4. Cater for individual needs by providing enrichment and support in learning and teaching programs
5. Use assessment data, such as literacy, numeracy and NAPLAN, to improve learning outcomes
6. Provide clear and effective reporting of student learning

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Our Lady of the Assumption Parish Primary School.

At Our Lady of the Assumption Parish 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

- We recognise the many gifts, talents and achievements of students and provide a range of opportunities to further develop their skills by engaging all students in learning areas such as Visual Arts, Performing Arts, STEM, Japanese, Physical Education, Chess and Music
- We encourage full participation in the range of extracurricular activities offered, such as lunch clubs, as such opportunities contribute to the pursuit of lifelong learning
- We provide the structures to cater for the diverse needs of our student group, including an extensive literacy intervention program, and a Student Wellbeing Leader and a Student Data Team (Data on the Table - DOT) who meet weekly to discuss students' academic progress
- Students' social and emotional wellbeing are monitored through termly notes that are completed by all classroom teachers and evaluated by the Student Wellbeing Leader.
- We support classroom teaching by providing varied Tier 2 intervention programs such as: BAS Levelled Literacy Intervention (LLI), Early Reading Intervention Knowledge (ERIK) and extension lessons for students achieving above the expected standard. These are regularly reviewed to ensure that they are meeting the needs of targeted students

- Teachers use students' prior knowledge and experiences as a basis for planning and facilitating new learning, in keeping with the concept of inquiry. They encourage children to build on the knowledge they already have and challenge them to extend themselves
- Teachers cater for the needs of individuals within their classrooms by matching teaching strategies with the range of the learning styles present within their classrooms
- The use of learning technologies by all teachers and students is strongly promoted and supported; students have access to a range of devices including ipads, chromebooks, PCs and laptops
- Teachers are supported to effectively analyse and utilise formal and informal assessment data
- We continually provide staff with opportunities to develop teaching skills and to access new pedagogy. Teachers are encouraged to actively participate in school-based Professional Learning Teams and to access professional development opportunities
- Parents are kept informed of their child's progress. They are invited to be active participants in their child's learning and they are provided with ongoing opportunities to improve their own understanding of curriculum
- All learning areas are developed sequentially and are regularly reviewed, with an emphasis on content, resources and use of consistent, contemporary pedagogy

LEARNING DOMAINS

ENGLISH (refer to Policy)

MATHEMATICS (refer to Policy)

SCIENCE (refer to Policy)

At Our Lady of the Assumption the Science program aims to develop:

- an interest in expanding students' curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the nature of living things, of the Earth and its place in the universe, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence based conclusions
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences.

THE HUMANITIES (refer to Policy)

DIGITAL TECHNOLOGIES

At OLA, these are integrated across the curriculum in all learning areas to support the enhancement of teaching and learning outcomes throughout the year. Time is dedicated to building students' skills in the use of digital technology as required. The Digital Technologies Leader provides support with teacher planning and in classroom modelling of skills and strategies in the use of digital technologies to support other learning areas.

In Design and Technologies OLA aims to support students to:

- become critical users of technologies, and designers and producers of designed solutions
- investigate, generate and critique designed solutions for sustainable futures
- use design processes to generate innovative and ethical design ideas, and communicate these to a range of audiences
- creatively select and safely manipulate a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technology occupations, and how they contribute to society.

DESIGN, CREATIVITY AND TECHNOLOGY (refer to Policy)

HEALTH AND PHYSICAL EDUCATION (refer to Policy)

PHYSICAL EDUCATION (refer to Policy)

THE ARTS (refer to Policy)

LANGUAGES – Japanese (refer to Policy)

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, Our Lady of the Assumption Parish Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Lady of the Assumption Parish 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 Our Lady of the Assumption Parish 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 <ul style="list-style-type: none"> ● Reading & Viewing ● Speaking & Listening ● Grammar & Spelling ● Writing 	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)
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	2.5 hours weekly
Health & Physical Education	2.5 hours weekly
Arts	1 hour weekly
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 	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 Our Lady of the Assumption Parish Primary School Conceptual Framework.

Technology	
<ul style="list-style-type: none"> ● Design & Technology ● Digital Technologies 	
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:

- Our Lady of the Assumption Parish Primary School policies for each of the learning areas
- Our Lady of the Assumption Parish Primary 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

All Curriculum Policies can be found on the H Drive - Policies -Current Policies