

St Peter's Primary School

Curriculum Plan Overview



St Peter'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), 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. Peter's is a faith filled and inclusive community that embraces diversity. We aspire to engage and empower all to think critically and act justly, guided by our Catholic tradition on our journey as lifelong learners.

Mission

As a Catholic school, the person and teachings of Jesus Christ, as presented in the gospels and proclaimed by the Church, are central to our vision, mission and values. We seek to support learners to come into the fullness of their own humanity and deepen their relationship with God.

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 St Peter'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.

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.

Principles

At St Peter's:

- Learning experiences are designed to help learners develop their knowledge, skills and understanding in all learning areas of the Victorian Curriculum and RE framework
- Through effective pedagogical choices and informed interpretation of curriculum documents, teachers develop deep learning with high quality, explicit teaching that is aligned with all student's learning needs and progression
- All learners are entitled to a quality curriculum that encompasses rich learning experiences where students develop a connectedness as autonomous learners
- Curriculum planning encompasses authentic learning experiences that are purposeful, relevant and meaningful; drawing upon our diverse cultures, life experiences and spirituality

Scope

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

At St Peter'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 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 Peter's will implement the curriculum by:

- Maintaining the whole school curriculum map, which is school developed and contextually relevant to the St Peter’s learning community
- Adhering to a two year teaching and learning inquiry cycle incorporating Humanities, the Arts, the Sciences, and yearly teaching and learning cycles for Literacy, Numeracy and Religious Education
- The General Capabilities and cross curricular priorities are attended to across all learning domains
- STEM overarches and is embedded across all teaching and learning inquiry cycles. It is implemented by both specialist STEM teachers and classroom teachers - driven by shared practice of consistent planning and shared, authentic dialogue
- As designers of the intended curriculum, teachers and curriculum leaders work in partnership during facilitated planning and professional learning team meetings to unpack the learning progression from the curriculum documents
- Lesson sequences are co developed during level planning to ensure consistency in the implementation of the curriculum and it’s progression
- Student engagement is integral component of our enacted curriculum, therefore assessment and student data is collected prior to teaching to ensure the planned lesson sequence targets student needs and includes student voice
- Ongoing formative assessment is collected and analysed during the enacted curriculum to differentiate learning sequences based on students progression
- As part of our assessment and reporting procedures, student attainment of the enacted learning and teaching sequence is evaluated against the Victorian Curriculum
- As reflective practitioners, teachers evaluate the effectiveness of the implemented curriculum, adapting and modifying future curriculum planning

Curriculum content

St Peter’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 Peter’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 Peter’s Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Peter’s school policies for each of the learning areas
- Victorian Curriculum F–10
- [Philosophy of Pedagogy Statement](#)

- 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 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 Peter’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.

Learning Areas	Recommended Time Allocated
Religious Education	2 hours 30 minutes, weekly
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.
Languages: Italian	75 minutes per week - 15 minutes daily
Mathematics <ul style="list-style-type: none"> • Number & Algebra • Measurement & Geometry • Statistics & Probability 	1 hour daily Five days per week Total time should not be less than 5 hours weekly on average over the course of a school year.
Health & Physical Education	2.5 hours weekly
The Arts	1 hour weekly
Humanities <ul style="list-style-type: none"> • Civics & Citizenship • Economics • Geography • History 	2 hours and 15 minutes weekly The learning areas of science, the Humanities, Health & Physical Education, and Technologies will be taught, ensuring an average of three hours weekly over the course of a school year.
Science Technologies <ul style="list-style-type: none"> • Design & Technology • Digital Technologies 	The Science and Technologies foci are on the integrated Inquiry Big Idea, unit of work using the school’s STEM evidence-based inquiry and/or Problem-based Learning approaches.

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.

Implementation

The curriculum is designed and delivered from whole-school to year 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.

A variety of other resources, including online resources, are available to support planning.

St. Peter's implementation of a whole school curriculum plan is led by the Teaching and Learning staff, incorporating the core leaders in Education and Faith, Literacy and Numeracy. The core leaders meet weekly with teaching teams to ensure explicit, targeted teaching is attained and curriculum time allocations are met. The Teaching and Learning leader manages a curriculum map of all other curriculum content areas; including the STEM domains, the Arts, Physical Education, Languages and the Humanities to ensure a two year teaching cycle covers the Victorian Curriculum content. Teaching staff collaborate with leaders on a concentrated day devoted to planning and designing units of work shared across the year levels within a two year cycle.

All content is developed using the following documents:

- St Peter's policies for each of the learning areas
- St Peter'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/Links

[Teaching and Learning Policy](#)

[English Policy](#)

[Mathematics Policy](#)

[Religious Education Policy](#)

[Learning & Diversity Policy](#)