

# Our Lady Help of Christians Curriculum Plan



Our Lady Help of Christians 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

Our school community, united and inspired by the Gospel Values, strives to provide the optimum learning environment in which students are empowered to reach their learning potential.

### Mission

Our Mission is to bring our Vision to life by...

- Celebrating our Faith through Liturgy, Prayer and the Traditions of the Church.
- Being a welcoming Catholic Community.
- Reaching out and responding in Christian service.
- Promoting academic achievement.
- Basing our Learning and Teaching on best practice.
- Providing a secure and affirming environment.
- Respecting each person's uniqueness.
- Fostering the wellbeing of individuals.
- Encouraging responsible decision making.
- Developing the ability to think clearly, independently and imaginatively.
- Developing adaptability to thrive in an ever-changing world.
- Building an awareness of the world, each person's place in it and the need to be environmentally conscious.
- Providing opportunities for children to engage in a healthy active lifestyle.
- Nurturing creativity, appreciation, performance skills and confidence through the Arts.
- We are committed to :-
  - Elected Government.
  - The rule of law.
  - Equal rights for all before the law.
  - Freedom of religion.
  - Freedom of speech and association.
  - The values of openness and tolerance.

## 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 Our Lady Help of Christians 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 Help of Christians we believe that student wellbeing is integral to all learning. We value learning that:-

- Incorporates assessment of, as & for learning
- Supports each learner at their point of need and enables them to achieve success
- Engages learners in genuine learning about the world in which they live and prepares them for their future
- Incorporates the use of contemporary learning tools to enhance learning and engagement

## 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 Help of Christians

At Our Lady Help of Christians 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

At Our Lady's we are committed to maintaining high standards in learning and teaching. To achieve this, formal and informal evaluation of practices and programs occurs through:

- Regular reviews by each teacher of the weekly work program to inform planning for subsequent teaching.
- Weekly Professional Learning Team meetings (PLTs) during which teachers are exposed to teaching strategies and innovations across the curriculum. PLTs also provide the opportunity for scheduled professional collaboration about teaching and learning approaches in the school.
- Use of data from formal assessment to assess the learning needs of students. Teaching and learning strategies are planned and modified based on this information.
- Informal collegial discussions
- Annual Review Meetings which provide individual feedback to each staff member.
- Regular staff meetings focused on building a common understanding of effective practices, and the learning and teaching philosophy of the school.
- Documentation of curriculum content at each level to ensure all aspects of the Victorian Curriculum are covered in a two-year cycle.
- Whole school curriculum content and delivery is reviewed annually during term 4 in preparation for the following school year.
- Establishing clear expectations for staff regarding documentation and execution of teaching programs.
- Developing and maintaining strategies for continuous professional development

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 Help of Christians will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Lady Help of Christians 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 Help of Christians 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></ul>	2 hours and 15 minutes weekly The learning areas of Humanities, Science, Health & Physical Education, and Technology will be

Learning Areas	Recommended Time Allocated
<ul style="list-style-type: none"> <li>Economics</li> <li>Geography</li> <li>History</li> </ul> <p><b>Science</b></p> <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> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Digital Technologies</li> </ul>	<p>taught, ensuring an average of 3 hours weekly over the course of a school year.</p> <p>This is through the focus of the integrated unit of work using an inquiry approach developed under the Our Lady Help of Christians Conceptual Framework.</p>
<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:

- Our Lady Help of Christians policies for each of the learning areas
- Our Lady Help of Christians 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**