



St Aloysius Catholic 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), 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

The Staff recognizes the right of each child to a complete education and therefore the curriculum of our school needs to foster the total development of each child:

- Spiritually
- Academically
- Aesthetically
- Emotionally
- Socially
- Culturally and
- Physically

As members of St Aloysius School Staff we strive to be a faith-filled, dynamic community who proclaim the mission of Jesus. We believe it is essential that we aim to promote the self-esteem of others and that we assist children to feel positive about the future.

Our school works within the Parish of Holy Trinity to develop a mutual awareness of what it means to be a member of a Catholic Community. To make this work we need cooperation between the school staff/students, families and members of our Parish.

### Mission

To develop in children an awareness and appreciation of the environment in which they live and respect for it as part of God's creation.

To develop an appreciation of education as a lifelong process that enables individuals to adapt in a rapidly changing technological society.

That through education one develops an understanding of self, others, our society and the world in which we live.

To assist students to develop skills, attitudes, values and actions which will support them in becoming valued effective members of our society.

To cultivate an environment where children, parents and staff grow together in a Catholic community.

To have time for reflection so the Spirit of God can be seen in action.

To endeavour to show each child that they are special and individually loved for who they are.

To foster a spirit of acceptance, appreciation, sharing and friendly cooperation with all others in our school community. Our school needs to be a happy place where people respect and support each other.

To facilitate the professional development of staff, who can then use these new ideas for the benefit of our children

To facilitate a relationship between staff/parents so that parents too can understand the changes that are taking place in the education process.

To provide a variety of experiences that encourage children to participate to the maximum of their abilities.

To build and expand the experience of our children so that each comes to a fuller realization of belonging to a faith and wider community.

*At Saint Aloysius Catholic Primary School we aim to:*

- provide an effective learning environment where educational opportunities positively address the individual needs of all children
- enhance self-esteem through our appreciation of cultural background, gender equality and recognition of the talents of all children
- cater for children's different learning styles
- encourage risk taking, responsibility and independence
- foster a nurturing atmosphere in which staff, parents and children work as a team to develop in the children the skills to meet life's challenges with confidence, resilience and enthusiasm

## Purpose

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes.

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 Aloysius Catholic 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 St Aloysius we strive to:

- Provide a comprehensive curriculum with an emphasis on quality contemporary learning experiences.
- Provide an effective learning environment where educational opportunities positively address the individual needs of all children.
- Enhance self esteem through our appreciation of cultural background, gender equality and recognition of the talents of all children.
- Cater for children’s different learning styles.
- Encourage risk taking, responsibility, independence and a love for life long learning.
- Foster a nurturing atmosphere in which staff, parents and children work as a team to develop in the children the skills to meet life’s challenges with confidence, resilience and enthusiasm.
- Set tasks that are at student appropriate level, achievable within time allocated, offer appropriate challenge and provide opportunity for achievement, success and self expression.
- Monitor student needs and provide appropriate support networks for students as they approach different learning situations.
- Plan for learning experiences which cater for the needs of students and account for different learning styles and link learning to life experiences.
- Plan assessment tasks which reflect the achievements of and challenges for students.
- Be open to accepting and giving appropriate feedback to students regarding negotiated curriculum, individual needs and reporting of progress.

## Scope

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

At St Aloysius Catholic 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

St Aloysius Catholic Primary School will implement the curriculum by:

Using the **inquiry approach** to learning which is based on the belief that students are powerful learners who must be actively engaged in the process of investigating, processing, organising, synthesising, refining and extending their knowledge within a topic or unit of work. At St Aloysius we understand that learning, using the inquiry approach, can have many starting points and be implemented in many ways (Murdoch, 1992, Murdoch & Wilson, 2004). It involves students forming their own questions about a topic and having time to explore the answers. The students are both problem posers and problem solvers within inquiry learning. Inquiry Learning encourages learners to examine the complexity of the world and form concepts and generalizations instead of being told simple answers to complex problems.

St Aloysius Catholic Primary School's Curriculum Plan reflects the beliefs that underpin our Teaching and Learning Policy and the Principles of Learning and Teaching. An Integrated approach enables us to teach and assess skills, values and understandings within meaningful, 'connected' contexts based around topics of relevance, substance and interest to students. Our planning acknowledges the relationships between those learning areas concerned with 'the world around us' (science, humanities, religious education, technology, and health) and those areas through which we explore and come to understand the world (language, mathematics, The Arts and aspects of technology).

We believe that an integrated approach:

- Provides students with a holistic approach to learning that helps them make connections between the different learning areas.
- Provides students with a comprehensive curriculum that develops values, concepts, processes and skills.
- Gives students a greater sense of purpose in their day to day experiences at school.
- Assists students to understand and build on their experiences in order to make sense of the world.
- Encourages teachers to utilise effective teaching and learning strategies that will enhance student's performance and learning outcomes.
- Allows students to demonstrate skills, abilities and knowledge in varied contexts.
- Values and builds on prior knowledge and out of school experiences of students.
- Allows for the achievement of many outcomes from some or all Strands in a single unit of work.
- Makes the curriculum more manageable for teachers by bringing like ideas together and creating time for dedicated teaching in each learning area.
- Allows for the inclusion of students with a wide range of abilities, skills and knowledge within the same classroom.

## Aims:

Our inquiry units aim to:

- Explore 'rich concepts' across the Domains
- Provide a context for learning content, processes and skills.
- Provide opportunities for interaction and co-operation with others.
- Engage and interest the learner in what he/she is investigating.
- Make prior knowledge and experience valued, explicit and built upon.
- Integrate knowledge, skills, values and actions toward a common purpose.
- Recognise and value the individual learner's ways of knowing and learning.
- Build a partnership between the teacher and the learner. Working in a context of mutual respect and an atmosphere of belonging and cooperation.
- Make students aware of the purpose of their learning.
- Empower students to reflect upon how they learn.
- Acknowledge and cater for different learning styles.
- Place some control and responsibility for learning in the hands of students.
- Involve learners in actively gathering and processing information.
- Encourage students to become independent, resourceful and adaptable learners.
- Foster dynamic and divergent approaches to teaching.
- Cater for the range of different interests, abilities, skills, and motivational needs of all students.
- Foster strong connections across the school and wider community.
- Advocate the process of inquiry as a vehicle for achieving effective learning.
- Recognise the need to maintain explicit instruction within a 'connected' curriculum by making authentic connections.
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Each classroom teacher with the support of colleagues will be responsible for planning and implementing a minimum of one inquiry unit per term.

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 Aloysius Catholic Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Aloysius Catholic 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 St Aloysius Catholic 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
<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 Aloysius Catholic 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 Aloysius Catholic Primary School policies for each of the learning areas
- St Aloysius Catholic 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

Religious Education Policy

Literacy Policy

Mathematics Policy

Humanities Policy

Digital Technologies Policy

Science and Sustainability policy

Capabilities Curriculum Policy

Learning Diversity Policy