

St Margaret Mary'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

Guided by our faith tradition, together we welcome, inspire, empower and nurture all to be the best we can be.

Mission

As a Catholic Learning community we educate through innovative and evidence based practices. Students are at the centre of learning. We provide opportunities to collaborate, create and be curious. Students are challenged to reflect, problem solve and flourish in their learning. Every student is valued. We promote self-worth through connectedness and discovery of their interests. We build optimism, self-management and foster positive relationships within a safe and inclusive environment.

We work in partnership with our families and engage with them in their child's learning journey. Our faith inspires us to contribute actively, justly and compassionately in our world through service to others and stewardship.

Purpose

- ❑ To make Faith real for all; students, staff and parents experiencing and recognising Christ in themselves and others in their day to day lives.
- ❑ To support an educational program that allows each child to experience success.
- ❑ To provide an educational context where students aim to become confident, organized, persistent and resilient students who can get along with other people.
- ❑ To foster a high level of engagement with learning for all students and staff by providing a rich focused inquiry based learning environment.
- ❑ To foster and maintain a strong sense of partnership and positive relationships between home and school.
- ❑ To promote high but realistic expectations established on a foundation of trust.
- ❑ To recognize, support and inspire all involved in education to see themselves as lifelong learners in a global community.
- ❑ To develop the skills, attitudes and knowledge in our students that will help them contribute positively as active citizens in this global community.
- ❑ To provide appropriate resources and facilities and a wide range of learning opportunities which promote high level thinking, creative imagining and a strong feeling of connectedness

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 Margaret Mary’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.

Principles

At St Margaret Mary’s:

WE AIM TO:

Support the learner

- ❑ By providing rigorous and relevant learning opportunities students can explore and question significant ideas and create new knowledge.
- ❑ When learning is personalised, students’ interests and experiences are valued and reflected in the curriculum.
- ❑ Learners are supported by explicit and scaffolded teaching to engage fully in their learning.
- ❑ Create learning spaces that connect learners to communities beyond the school and provide opportunities to engage with diverse perspectives and collaborate with others. Flexible access enables learning anywhere, anytime.
- ❑ When teachers create a climate that promotes inquiry and creative exploration of ideas, learners are supported to engage in deep and powerful learning

Enable the learner

- ❑ Contemporary learning gives careful attention to identifying core knowledge, skills and understandings are required to be successful in and participate fully in today’s world.
- ❑ Powerful learning opportunities are created for students when core knowledge and skills are integrated from the Victorian Curriculum in authentic ways.
- ❑ Reflection, high order thinking, creativity, collaboration and the use of contemporary literacies must now be considered core capacities. These are important for creating new knowledge and participating in and contributing to the community.

Engage the learner in the contemporary world

- Curriculum designed to engage students in the contemporary world leads students to develop deep understandings about themselves, others and the world.
- Building learning relationships within the global and local community creates authentic opportunities for students to learn from and with others.
- Powerful learning experiences enable students to take responsibility for themselves and commit to authentic action.

- Engagement in the contemporary world enables ongoing personal transformation; a way of discovering God and meaning about self and the world; the potential of the human person and of empowering individuals to be responsible for their lives.
- In a Catholic school context engagement in the contemporary world through a commitment to action is developed within the framework of a school's vision which inspires compassion, justice and service.

Scope

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

At St Margaret Mary's, 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 design at St Margaret Mary's strives to be innovative and always responsive to the needs of its students. A two year cycle is observed and outlined in the school's Conceptual Framework including school wide Big Ideas for Learning and throughlines that guide learning and teaching plans and organise the curriculum into specific foci. This Cycle also allows for manageable and targeted learning so that all assessment and reporting requirements are met over the two year cycle and launch curriculum related experiences for students such as special programs and events, incursions or excursions. All related experiences are organised by teaching staff in accordance with the school's Child Safety 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, St Margaret Mary's will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Margaret Mary's 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 Margaret Mary's, 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

Multiple learning areas are often part of an integrated unit and not always taught as separate subject areas. Each term, students engage in an ‘inquiry’ based topic from the school’s Conceptual Framework and its related throughline. Similarly, the four capabilities are integrated and embedded across all key learning areas. As a result, some capabilities are assessed and reported yearly and others assessed and reported on biennially.

The following provides an outline of the learning areas and recommended weekly time allocation across F–6. 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 Technology <ul style="list-style-type: none"> • Design & Technology 	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 Margaret Mary’s Conceptual Framework.

• Digital Technologies	
TOTAL	25 hours weekly

The following time allocations outline the priority for St Margaret Mary's to offer a balanced curriculum whilst aiming to ensure recommended times are met.

	PREP	JUNIOR (½)	MIDDLE (¾)	SENIOR (5/6)
CORE				
Reading	5 x 1 hrs = 5 hrs	5 x 1 hrs = 5 hrs	4 x 1 hrs = 4 hrs	4 x 1 hrs = 4 hrs
Writing	5 x 1 hrs = 5 hrs	5 x 1 hrs = 5 hrs	4 x 1 hrs = 4 hrs	4 x 1 hrs = 4 hrs
Mathematics	4 x 1 hr = 4 hrs	4 x 1 hr = 4 hrs	4 x 1 hr = 4 hrs	4 x 1 hr = 4 hrs
Religion	4 x 30 mins = 2hrs	4 x 30 mins = 2 hrs	4 x 45 mins = 3hrs	4 x 45 mins = 3hrs
Inquiry incl. Discovery	3 x 45 mins = 2.25 hrs	3 x 1 hrs = 3 hrs	3 x 1 hr = 3 hrs	3 x 1 hr = 3 hrs
SPECIALISTS				
Physical Education	1 x 40 mins	1 x 40 mins	1 x 40 mins	1 x 40 mins
LOTE (Italian)	1 x 40 mins	1 x 40 mins	1 x 40 mins	1 x 40 mins
Visual Art	1 x 40 mins	1 x 40 mins	1 x 40 mins	1 x 40 mins
Performing Arts	1 x 40 mins	1 x 40 mins	1 x 40 mins	1 x 40 mins
EXTRAS				
Assembly Weekly	1x25 mins	1x25 mins	1x25 mins	1x25 mins
Library Borrowing	1x20 mins	1x20 mins	1x20 mins	1x20 mins
Class 2nd Sport Session	1 x 40 mins	1 x 40 mins	1 x 40 mins	1 x 40 mins

8:45-9:00 Admin & Christian Meditation Time

9:00- 10:55 - 1 hr 55 mins Learning time

10.55-11.05 - 10 mins eating time

11:45-1:40 - 1 hr 55 mins learning time

1:40-1:50 - 10 mins eating time

2:30-3:20 - 50 mins learning time

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 Margaret Mary's policies for each of the learning areas
- St Margaret Mary's Conceptual Framework
- St Margaret Mary's Integrated Inquiry Policy
- St Margaret Mary'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.

Based on the School Improvement Plan, St Margaret Mary's develops an Annual Action Plan that identifies Learning and Teaching as one of the five key spheres of schooling. This enables the school to create specific action plans to identify and support teaching and learning strategies that will develop an understanding of intended outcomes across the Victorian Curriculum levels. The school reflects on this plan each year as a means of assessing the school's effectiveness in attaining immediate and long term goals. Although the Big Ideas for Learning and key learning objectives are set for the two years, inquiry learning and teaching planning occurs each term.

During Term Four of each academic year, an opportunity for teaching staff to reflect on the year's inquiry learning is timetabled into the school's Meeting Schedule. At the end of each three year cycle (P-2) or two year cycle (3-6), a rigorous review led by the Curriculum Leaders involving all teaching staff occurs. In this, the Victorian Curriculum objectives are audited and the Year A & B or C Big Ideas for Learning are redeveloped for innovation and are realigned with the school's Learning & Teaching goals. The next Inquiry Cycle review will be at the end of Year 2021.

School policies/references

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