

St Luke's 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

"I have come that you may have life and have it to the full" John 10:10

Mission

It is because of our belief in the person and words of Jesus Christ that we place Him in the centre of the life of our Catholic school. Therefore we are motivated to create a climate permeated with the Gospel spirit.

St Luke's School is committed to the development of the whole person. Through the assimilation of skills, knowledge, moral and social attitudes, each person is encouraged to take his/her place as a creative member of the community.

Our belief is that every person has an innate and special worth. Therefore, at St Luke's School we endeavour to create an atmosphere in which all who experience the community may grow in their own richness, fullness and integrity. Our administration, including financial, works towards creating this atmosphere. We believe this can be achieved in the knowledge of God's love for each of us, and by an increasing awareness of a response to His Presence in our lives.

"The Catholic school tries to create within its walls a climate in which our students' faith will gradually mature and enable them to assume the responsibility bestowed by Baptism." (The Catholic School, The Sacred Congregation for Catholic Education, P.38)

We see this Catholic School as a vital part of the Parish community, with the Parish Priest as the leader of the Parish community and the principal as the administrator of the Parish school. As Pastor of the Parish community, the Parish Priest is seen as an integral part of the education and growth in faith of the children in the Parish school. The Principal and the school staff cooperate with and assist him in the fulfillment of this obligation through the religious education program which is carried out in the school and which shall be in accord with diocesan policies and guidelines.

Parents are the first and foremost educators of their children. Christian values and attitudes are taught primarily in the home, teachers, by work and example can merely reinforce these. The parents' privilege and responsibility to educate their children can be delegated in part, but never relinquished to the school.

We see the school community as an extension of the family. Therefore, parents must be involved in and work collaboratively with the school, as part of the team, if their children are to benefit from the Catholic Christian education.

The staff of this school understands that we share responsibility with the parents in awakening, nurturing and developing the child in their life of faith, and by embracing and communicating the teachings and heritage of the Catholic Church - bearing in mind the age and development of these primary school children.

It is desired that all members of our school community will work towards providing a happy and secure environment for all the children at St Luke's.

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 St Luke's 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 Luke's Primary School we use the following principles:

- High expectations for every student
- Provide a supportive and productive learning environment
- Design and implement an engaging and challenging curriculum
- Provide opportunities for students voice, agency and leadership
- Implement a data plan to inform and reflect on student learning and their own practice
- Use evidence-based and High Impact Teaching Strategies to improve teaching and learning practices
- Work in partnership with parents and carers

Scope

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

At St Luke's 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 Luke's Primary School will implement the curriculum by:

- Providing a supportive and productive learning environment that develops positive relationships
- Promoting a culture of value and respect for individuals and their communities including but not limited to Aboriginal and Torres Strait Islander people
- Use a variety of teaching and learning strategies to ensure that all students experience success in their learning
- Design quality assessments that reflect the full range of learning program objectives
- Design learning programs that are sequential, based on appropriate curriculum standards, target student learning needs and promote sustained learning that builds over time and emphasises connections between ideas.
- To engage students in the Contemporary World by developing deep understandings about themselves, others and the world, building relationships and contributing to the community.
- To explore the Victorian Curriculum through an inquiry approach. The learning areas include Humanities and Social Sciences – History, Geography, Economics, Business and Civics and Citizenship; Science; Health and the Arts.
- To embed Interdisciplinary Understandings and Personal and Social skills in inquiry learning. These include: Communication; Design, Creativity and Technology; Information and Communications Technology; Thinking Processes; Personal Learning and Interpersonal development.
- To implement an inquiry process to develop understandings, skills and capabilities.
- To use a range of strategies and tools empowering students to independently discover, inquire and apply understandings to the world and how it works.
- To cater for the diverse range of students' learning styles and involve students in decision making about their own learning.

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

St Luke's 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 Luke’s 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 Technology <ul style="list-style-type: none"> • Design & Technology • Digital Technologies 	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 Luke’s Primary School Conceptual Framework.
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:

- St Luke's Primary School policies for each of the learning areas
- St Luke's 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

English Policy

- English Assessment
- English Overview
- Writing Scope and Sequence
- Reading Scope and Sequence

The Arts Policy

- The Arts Scope and Sequence

Health and PE Policy

PE Scope and Sequence

Science Policy

Science Overview

Humanities and Social Sciences Policy

Language Policy

Mathematics Policy

Mathematics Scope and Sequence

Wellbeing Scope and Sequence
Digital Technologies Policy
ICT Scope and Sequence
Capabilities Policy