

St Luke's 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.

## 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.

### Years 11 and 12

MACS schools delivering courses to senior secondary students are required to follow the requirements and regulations set out by the Victorian Curriculum and Assessment Authority (VCAA). This applies to the Victorian Certificate of Education (VCE), the VCE Vocational Major (VM), the Victorian Pathways Certificate (VPC), the Victorian Certificate of Applied Learning (VCAL) (according to the VCAA's [2023](#)

[teach out arrangements](#)) and Vocational Education and Training (VET). Any MACS school offering other accredited curriculum frameworks where approval has been granted by the governing authority (MACS) and authorisation gained by the relevant authority for delivery in MACS schools, such as the International Baccalaureate (IB), is required to follow the regulations set out by the relevant authority/authorities.

The St Luke's School Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 and/or curriculum for senior secondary students and principles of curriculum from the *Horizons of Hope* education framework. This curriculum plan ensures excellent holistic education, centred on the students and engaging them in authentic, purposeful learning.

## 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 School.

At St Luke's School, 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 curriculum design process, allowing them to contribute to decisions about what they need to know and when.

## Curriculum Content

St Luke's School 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 Luke's School 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 Luke's School Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Luke's School school policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy

The school's learning and teaching 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 Luke's School 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.

### Foundation to Year 10

Learning Areas	Recommended Time Allocated
<b>Religious Education</b>	2 hours 30 minutes, weekly
<b>English</b> <ul style="list-style-type: none"> <li>● Reading and Viewing</li> <li>● Speaking and Listening</li> <li>● Grammar and Spelling</li> <li>● Writing</li> </ul>	2 hours daily Total time should not be less than 10 hours per week on average over the course of a school year and may vary across year levels.
<b>Languages</b>	75 minutes per week – 15 minutes daily
<b>Mathematics</b> <ul style="list-style-type: none"> <li>● Number and Algebra</li> <li>● Measurement and Geometry</li> <li>● Statistics and Probability</li> </ul>	1 hour daily Five days per week Total time should not be less than five hours per week on average over the course of a school year.
<b>Health and Physical Education</b>	2 hours 30 minutes weekly
<b>The Arts</b>	1 hour weekly
<b>The Humanities</b> <ul style="list-style-type: none"> <li>● Civics and Citizenship</li> <li>● Economics and Business</li> <li>● Geography</li> <li>● History</li> </ul> <b>Science</b> <b>Technologies</b> <ul style="list-style-type: none"> <li>● Design and Technology</li> <li>● Digital Technologies</li> </ul>	2 hours and 15 minutes weekly The learning areas of Science, the Humanities, Health and Physical Education, and Technologies will be taught ensuring an average of three hours per week over the course of a school year. The focus is on the integrated unit of work using the school's evidence-based inquiry approach.
<b>TOTAL</b>	<b>25 hours weekly</b>

### Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. It is expected that the knowledge and skills defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The four capabilities of the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

## Curriculum Overview – Years 11 and 12

In 2023, Victoria is moving to a new integrated senior secondary certificate. This will bring together the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

In 2023, there will be two ways to obtain the VCE. Students can choose to enrol in the VCE or the VCE Vocational Major (VM). Students currently studying Senior VCAL or Intermediate VCAL can transfer to the VCE VM with credit for completed subjects. For students not yet ready or unable to undertake the VCE or the VCE VM, the Victorian Pathways Certificate (VPC) is a new flexible option. Students currently studying Foundation VCAL can transfer to the VPC with credit for completed subjects. Foundation VCAL students can also transfer to the VCE VM.

In 2023 only, eligible Year 12 students are also able to undertake Intermediate VCAL. Eligible students are Year 11 students who are enrolled in Foundation VCAL or Intermediate VCAL in 2022.

### Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from VET qualifications. The VCE opens pathways to university, high-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.

To be eligible to receive the VCE, students must satisfactorily complete a minimum of 16 units which must include:

- three units from the VCE English group, including a Unit 3–4 sequence
- at least three other sequences of Unit 3–4 VCE studies, which can include further sequences from the VCE English group.

### VCE Vocational Major (VCE VM)

The VCE VM is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM is a good pathway for students into an apprenticeship, traineeship, further study or directly into a job. It includes specified VCE VM units, VCE units and VET.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units which must include

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- two VET credits at Certificate II level or above (180 nominal hours)
- a minimum of three other Unit 3–4 sequences.

### Victorian Certificate of Applied Learning (VCAL) (according to the VCAA's 2023 teach out arrangements)

To support the introduction of the VCE VM and the VPC, the VCAA has released [teach out arrangements for 2023](#). The transition period allows Intermediate VCAL to be awarded to eligible Year 12 students in 2023. Eligible students are Year 11 students who are enrolled in Foundation VCAL or Intermediate VCAL in 2022.

The VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) including Further Education (FE) qualifications from within the AQF, and VCE studies. To be awarded the Intermediate VCAL qualification in 2023, Year 12 students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand: one credit is required for Literacy Skills and one credit is required for Numeracy Skills
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- a minimum of two VCAL units, one of which must be a VCAL Personal Development Skills unit at level
- curriculum components to the value of six credits at the level of the VCAL award or above – one of which must be for Literacy Skills.

### **Victorian Pathways Certificate (VPC)**

The VPC is an accredited foundation secondary qualification that aligns to Level 1 in the Australian Qualifications Framework (AQF). The VPC is not a senior secondary qualification, but it can be a pathway to VCE or the VCE VM for students in Years 11 and 12 who are not yet ready or able to complete the VCE or the VCE VM. The VPC has a flexible duration depending on a student's individual learning plan; it may be completed in a minimum of 12 months.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE VM studies and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate I or above level and receive structured workplace learning recognition.

### **Vocational Education and Training (VET)**

Recognition of VET within the VCE, VCE VM, VCAL (according to the VCAA's [2023 teach out arrangements](#)) and VPC, ensures that students who complete all or part of a nationally recognised VET (including Further Education) qualification may receive credit towards satisfactory completion of the VCE, VCE VM, VCAL or VPC. MACS schools are required to have appropriate courses, assessment, reporting and administrative processes in place to ensure students undertaking a VCE, VCE VM, Intermediate VCAL (according to the VCAA's [2023 teach out arrangements](#)) or VPC program, including VET courses, have access to the necessary teaching and learning programs. The VCAA's *Administrative Handbook* and the specific VCE study designs, VCE VM study designs, VCAL curriculum documents (according to the VCAA's [2023 teach out arrangements](#)), VPC curriculum designs and VET units of competency set out the teaching, learning and assessment requirements for all schools.

## **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 Luke's School will implement the curriculum plan by January 2023.

## Evaluation

This policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.

## School Policies

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

## Scope and Sequence – St Luke's School Learning and Teaching Program

### 2022 Religion and Inquiry Two Year Cycle

<b>Responsible director</b>	Director, Learning and Regional Services
<b>Policy owner</b>	General Manager, Improved Learning Outcomes
<b>Approving authority</b>	Director, Learning and Regional Services
<b>Approval date</b>	November 2022
<b>Risk rating</b>	High
<b>Date of next review</b>	November 2024

POLICY DATABASE INFORMATION	
<b>Related documents</b>	
<b>Superseded documents</b>	School Curriculum Plan Overview – v1.0 – 2021
<b>New policy</b>	