

Curriculum Plan



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS



St. Thomas More
Primary School Mt. Eliza

St Thomas More 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

We are a welcoming, inclusive community, growing in faith, love and knowledge, nurturing resilient, life-long learners, empowered to make a difference.

Mission

In our parish school community, we model the teachings of Christ by fostering compassionate and positive relationships. We provide a sense of belonging and develop brave learners, spiritually, socially and academically.

Purpose

The provision of high quality education is fundamental to the ethos of our Catholic school. At St Thomas More Primary School we are committed to achieving the highest standards possible for each learner, using data, research and evidence to ensure maximum progress and growth in each student's learning.

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 Thomas More 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 Thomas More Primary School:

- We are committed to developing a Catholic faith community that ensures growth in faith, life and identity.
- We seek to inspire high expectations for learning and teaching that maximises engagement, progress and achievement for each learner in our school.
- We acknowledge the importance of equity and the right of every student to access an inclusive curriculum that is differentiated and which celebrates the achievements of our diverse learners.
- We believe in the positive impact of a research-based whole school approach which promotes a common language and suite of common practices to enhance teaching and learning.
- We emphasise student engagement and teacher efficacy.
- We support and develop emerging and current technologies to enhance learning and teaching.

Scope

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

At St Thomas More 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 Thomas More Primary School will implement the curriculum by:

- Providing learning environments that are engaging, supportive and promote independence.
- Promoting a culture of value and respect for individuals and their communities.
- Using strategies that promotes student self-confidence and willingness to take risks with their learning.
- Using evidence from assessment to inform planning and teaching.
- Ensuring each student experiences success through structured support, the valuing of effort and recognition.
- Encouraging and supporting students to take responsibility for their learning.
- Using strategies that build skills of productive collaboration.
- Using strategies that are flexible and responsive to the values, needs and interests of individual students.
- Using a range of strategies that support the different ways of thinking and learning.
- Building upon student's prior knowledge and skills.
- Capitalising on students' experiences of a technologically rich world.
- Planning sequences to promote sustained learning that builds over time and emphasises connections between ideas.
- Promoting substantive discussion of ideas.
- Emphasising the quality of learning with high expectations of achievement.
- Using strategies that challenge and support students to question and reflect.
- Designing assessment practices that reflect the full range of learning program objectives.
- Ensuring that students receive frequent constructive feedback that supports further learning

- Planning opportunities for students to interact with the local and broader communities and community practices.

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

St Thomas More 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 Thomas More 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) 15 minutes per day is dedicated to spelling (depending on the year level, this may occur within the writing session or in addition to the writing session.)
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)

Learning Areas	Recommended Time Allocated
Religious Education	2.5 hours weekly
Health & Physical Education	2 hours weekly
The 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 	2.5 – 3.5 hours 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. These learning areas are addressed through an inquiry approach developed under the St Thomas More Primary School Conceptual Framework.
Wellbeing – Personal and Social Capability	1 hour weekly
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 Thomas More Primary School policies for each of the learning areas

- St Thomas More 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.