

Sacred Heart School

Curriculum Plan



Sacred Heart 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

Sacred Heart Parish Primary School is a community where all members grow in the knowledge, spirit and life of the Catholic Church. We strive to live the Gospel values guided by the teachings of Jesus.

By providing a well-balanced curriculum we endeavour to create a learning environment in which all children are taught the skills necessary for them to reach their full potential.

Each individual is supported, encouraged and challenged to undertake a meaningful role in society.

Mission

As a vibrant, Catholic learning community, we will develop engaged, purposeful and successful learners who shape the world for the common good.

Purpose

The Curriculum Plan at Sacred Heart Primary School provides the link between the school Vision Statement and the learning and teaching practices occurring within the school. It is based on staff beliefs about learning and aims to describe how these can be translated into quality teaching practices and curriculum content, which will give our students the skills to undertake a meaningful role in society.

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 Sacred Heart 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 Sacred Heart School we believe that we are all learners and that:

- Learning is a life-long, developmental process and is built on prior knowledge and experience in the wider community.
- Learning impacts upon the development of the whole person and encompasses the intellectual, emotional, social, physical and spiritual development of a student
- Learning styles vary from individual to individual.
- Learning involves observing, thinking, interacting and application.
- Learning involves skills and processes.
- Learning takes place more effectively in an engaging and wholistic context.
- Learning takes place in a stimulating and supportive environment.
- Learning is the responsibility of the individual.
- Learning is more powerful when there is a partnership between home and school.

Scope

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

At Sacred Heart 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

Sacred Heart Primary School will implement the curriculum by:

- Providing learners with the opportunities to develop their own learning styles
- Providing open-ended learning opportunities that will cater for the development of thinking skills and the multiple intelligences of all students, and be based upon cooperative learning strategies.
- the explicit teaching of relevant skills and processes
- Providing a variety of opportunities for integrated and 'real-life' learning which takes into account justice, cultural, gender, environmental, technological and global perspectives.
- Implementation will take place in rich environments that recognise student achievements and reflect the learning that is taking place
- Assisting students to *learn how to learn* and to manage the learning process
- Communicating student learning to parents and providing opportunities for parents to understand the school's educational vision and become involved in the life of the school.

The Professional Learning undertaken by the Sacred Heart Staff will support the effective implementation of the Curriculum and ensure that staff are informed about

- ongoing assessment and analysis practices including student self-assessment
- planning and scaffolding to ensure sequential and comprehensive development
- Vic Curriculum/ACARA & CECV policies and statements
- Religious Education guidelines and directives

- knowledge of current teaching practice and curriculum development
- contemporary issues in wider society
- sharing and development of expertise in professional learning teams
- discussion with parents, parish and community groups
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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, Sacred Heart Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Sacred Heart 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 Sacred Heart 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 | 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 |
|--|---|
| <ul style="list-style-type: none"> Statistics & Probability | |
| 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 Sacred Heart 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:

- Sacred Heart Primary School policies for each of the learning areas
- Sacred Heart 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

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| Sacred Heart Assessment Schedules |
| Sacred Heart Curriculum Policy |
| Sacred Heart School Improvement Plan |
| Sacred Heart Learning Diversity Policy |
| Sacred Heart Assessment Procedures Policy |