

St Margaret's Primary School East Geelong, 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 & Mission

***St. Margaret's Primary School
Living our Catholic faith,
Engaging passionately in learning,
Connecting and shaping our world***

Living Our Catholic Faith

- To create a welcoming Catholic community where we promote commitment, service, respect, justice and compassion for all.
- To involve and educate our community in Our Catholic Story and beliefs about the life of Jesus and St. Margaret.
- To actively reflect Jesus' values in our decisions, choices and actions.

Engaging passionately in learning

- To promote a collaborative culture which creates engaging and meaningful learning opportunities.
- To provide rich, rigorous and relevant experiences that meet the needs of all students and the whole school community.
- To use contemporary tools to maximise learning and teaching success.
- To personalise learning, creating passionate, lifelong learners.

Connecting with and shaping Our World

- To build purposeful connections between home, school and the wider community.
- To shape our local and global world through positive action.
- To recognise and respect multiple perspectives and views.

Purpose

At St Margaret's Primary School, we strive to promote a collaborative culture within our staff and students, which creates engaging and meaningful learning opportunities. Every one of us has something of value that we can add to the world and we can learn even better by listening and working together.

Teachers aim to provide rich, rigorous and relevant learning experiences that meet the needs of all students and the whole school community. We work together, as a community, to solve problems with the purpose to be positive, active and productive citizens. Learning should be authentic, connected to real world issues, teaching students the skills they need to succeed outside of school. We believe in

integrating contemporary tools with methods that have worked in the past to maximise learning and teaching success. The tools that we use, the teaching styles and the understanding of diverse learning styles help us to personalise learning, creating passionate, lifelong learners.

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'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

In teaching at St Margaret's Primary School, we strive to develop the skills and understandings required to confidently explore and make sense of the problems students will face in their daily lives.

As a staff we constantly strive to:

- deliver authentic, purposeful and connected learning with the local and global community
- continue open dialogue and collaboration fostering and supporting learning
- provide strong leadership empowering teachers and students to lead their learning
- action orientation- inquiring, planning, reflecting and sharing
- personalise and target learning and teaching experiences
- Care for the whole child.

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's Primary School.

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

St Margaret's Primary School ranges from Foundation through to Year 6 and supports multi age classes across the school from Year 1 onwards. We place a strong emphasis on understanding the learning

needs of each individual child and match these understandings with the learning continuums found within the Victorian Curriculum. We focus on the essential concepts found across all key learning areas, teaching the children the knowledge skills and concepts required as well as striving to develop curious, creative and conscientious thinkers, skilled researchers and effective collaborators.

St Margaret's takes pride in our specialist areas, introducing our students to the Italian language and culture, providing experiences to produce, present and appreciate art, participate and develop a love for physical education and engage in a variety of STEM activities. These specialist classes of Italian, Art, P.E. and STEM are taught in targeted 55 minute sessions each week. Music is also taught in the classrooms.

Intervention programs that are implemented at our school are Levelled Literacy Intervention (LLI) and Reading Recovery. An Educational Psychologist is employed to support children and staff with students' social and emotional learning needs and wellbeing.

Professional Learning Communities (PLCs) are utilised across the school to support the implementation of the curriculum. Curriculum planning at St Margaret's allows for four hours of planning per class, per week. Full time and part time teachers receive this planning time pro rata and for the majority of this time, plan together in their PLC. School leaders support planning through leading meetings and guiding sessions using school based data and educational research. This planning time is supported by a 90 minute Curriculum Meeting each week and a 45 minute Staff Briefing every second week.

The learning needs of all students are considered when planning. Using collected data, Professional Learning Communities place a high emphasis on differentiation through the curriculum, combined with consideration of different learning styles to meet the needs of individual students.

Our curriculum is being reviewed on a regular basis, involving an analysis of current and past student achievement, planning for learning, enactment of learning and teaching, collection of evidence of learning and evaluation of the impact of learning and teaching. This takes place within our PLCs and our Curriculum Meetings.

Leadership and teachers regularly attend professional learning to support their growth and development and apply this new learning to the school. This professional learning fits in with our whole school plan and the needs of the school and individual staff. Where possible, this professional learning occurs in teams to maintain the focus on support. Leadership are also regular attendees of network meetings aimed at their particular curriculum area.

With the development of the NCCD, the school has undergone a review of our documentation and its effectiveness regarding student wellbeing and special needs. This has been led by the Intervention Framework team and supported by leadership and classroom teachers. This has also included a review of the assessment schedule within the school and the necessary changes required to most effectively and efficiently assess the needs of our students.

The leadership team engages in analyses of school value added and trend data. This is used to drive school improvement initiatives concerned with student outcomes and supports informed decision making about class structures, staffing, resourcing and professional learning. This school improvement is guided by our Annual Action Plan which is regularly reviewed and considered when moving forward with action.

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

St Margaret'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 Margaret'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 	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's Primary School Conceptual Framework.

Technology	
<ul style="list-style-type: none"> ● Design & Technology ● Digital Technologies 	
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 Margaret's Primary School policies for each of the learning areas
- St Margaret'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

[School Improvement Plan 2021-2024](#)

Learning Areas	
English Policy Mathematics Policy Science Policy The Arts Policy	Health & Physical Education Policy Religious Education Policy Technologies Policy The Humanities Policy Specialist Statement

Policy Adapted: 2/6/21

Consultation: 23/6/21