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ST JAMES
THE APOSTLE

CATHOLIC PRIMARY SCHOOL

*Learning with strength
and in gentleness*

Curriculum Framework Policy

Rationale

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes.

Aim

To improve student learning outcomes through the implementation of the Victorian Curriculum across all year levels in a manner consistent with departmental requirements and locally identified needs.

Implementation

Curriculum Content

The school implements the Victorian Curriculum in order to provide students with a comprehensive and cumulative curriculum, from Years Prep to 6. The curriculum takes into account the needs of the local community and of students as individuals. We have developed strong processes for monitoring student progress, and application of appropriate intervention strategies.

Information and communication technologies are an integral part of our curriculum as a basic tool for learning.

Religious Education has a special place in the curriculum at St James the Apostle Primary School as it reflects our unique character and focus as a Catholic school. The primary source for developing our Religious Education program is the Archdiocesan resource “To Know, Worship and Love”, and the Renewed Religious Education Framework, developed by Catholic Education Melbourne.

Curriculum Organisation and implementation

Home group teachers, supported by Learning Leaders, are responsible to collaborate in level teams for planning and implementing curriculum programs. Teachers enter regular planning details online using tools provided through the School’s instance of G Suite.

Learning Leaders are responsible for overseeing the curriculum, and ensuring that the Victorian Curriculum is implemented throughout the school.

The school curriculum strategic plan is outlined in the School Improvement Plan and delivered in a four year cycle in Annual Action Plans. Teachers work from Annual Action Plans to devise a comprehensive learning process to facilitate learning in each curriculum area. Timetables are displayed in learning spaces and are available for casual relief or other replacement teachers to follow. A guide for the breakdown of time allocation for each of the key learning areas is found in the Appendix.

Assessment and Reporting

Provision for ongoing monitoring and assessment of student progress is an important part of curriculum planning. Data collected about student learning and learning outcomes are analysed and used to drive curriculum planning, so as to meet the learning needs of students, and to improve student learning outcomes.

Students with specific learning needs are supported and monitored through the class program and if appropriate through specific learning interventions. Some students are supported through the school's Learning Intervention Program in an ongoing way, and others may be involved in specifically targeted intensive intervention programs for a period of time. Each case is reviewed in relation to specific need, and all students who have been involved in the intervention program are monitored and periodically reviewed. The main avenue for planning of intervention strategies for specific students is the Program Support Group, devised of the home group teacher, parents, School Leaders and Principal.

Student assessment is against the Victorian Curriculum standards and student achievement against the standards is reported in the required format to parents twice yearly. Parents are also offered the opportunity to meet with teachers formally on two occasions during the school year, as well as being invited to speak with home group teachers or the school principal if they have any issues that they wish to discuss.

Staff Professional Learning

Staff professional learning opportunities are provided to address needs identified in the School Improvement Plan and the needs of individual teachers in relation to curriculum, school processes and student wellbeing. The school is committed to building the capacity of the teaching staff through various avenues including: a collaborative team approach, collegial coaching, action research and participation in professional learning and formal study.

Review of Curriculum Practice

Curriculum is reviewed regularly, and curriculum documents are updated periodically. Review of curriculum occurs in different ways and at different levels of intensity. The catalyst for review is also varied.

Catalysts for Review:

- New developments in curriculum
- Directions or guidelines from regulatory bodies
- School curriculum arrangements/ changes
- Staffing – new staff, expertise of staff etc.
- Student learning data analysis
- Scheduled School Review

Levels of Review:

1. Refinement of directions through discussions in Learning Communities, and at Professional Learning Team meetings. This type of review is ongoing in nature.
2. Review of directions in curriculum through a formal process.

Processes for formal review of curriculum:

- a) There is generally a phase of immersion of ideas, where the issues are discussed among staff, and ideas are circulated. Further input is sought through new resources, staff professional learning and through the facilitation of reflection by staff, a speaker, critical friend or consultant.
- b) A process for formal discussion and reflection is designed and implemented. The time for this process is scheduled at staff meetings, and on Professional Learning Days. When required, time is allocated for staff members to write up findings and documentation, following discussions.
- c) Any written document is then brought to staff for amendment and ratification.
- d) Documentation is then circulated as appropriate, and used to implement new curriculum direction.
- e) Mentoring and coaching is often a strong support in the implementation phase and in the cycle of reflective practice.

Our Commitment to a Child Safe School Environment

We seek to provide a learning community where students can learn and grow within a supportive, safe and nurturing environment.

Authorised by: Mary Abbott (Principal)

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Indicative times for focussed and explicit teaching

Learning Area	Year Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	10	10	10	8	8	6	6
Mathematics	5	5	5	5	5	5	5
Inquiry (consists of a combination of Science, Humanities [History, Geography, Economics, Civics & Citizenship], Digital Technologies, Design and Technologies)	3	3	3	5 <i>includes practice of English and Mathematics skills</i>	5 <i>includes practice of English and Mathematics skills</i>	6 <i>includes practice of English and Mathematics skills</i>	6 <i>includes practice of English and Mathematics skills</i>
Performing Arts	2	2	2	2	2	2	2
Visual Arts	and 1 hour of home group teacher led PE	and 1 hour of home group teacher led PE	and 1 hour of home group teacher led PE	and 1 hour of home group teacher led PE	and 1 hour of home group teacher led PE	and 2 hours of home group teacher led PE and/or Interschool Sport practice	and 2 hours of home group teacher led PE and/or Interschool Sport practice
Health & Phys Ed (PE)							
Italian							
Religious Education							
Religious Education	3	3	3	3	3	3	3
Assembly	0.5	0.5	0.5	0.5	0.5	0.5	0.5
SEL / Wellbeing	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Total hours	25	25	25	25	25	25	25