

St James the Apostle Primary School

Curriculum Plan Overview



St James the Apostle 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

As a Catholic learning community of hope, inspired by the Gospel, we are empowered to embrace excellence through innovation.

Mission

We aim to impart Catholic beliefs, values, practices and traditions within a faith-filled community.

We strive to create a love of learning while building our identity within the context of the Parish community.

We aim to be living examples of that Faith, fostering the dignity, self-esteem and integrity of each person.

We work in partnership together striving to strengthen our communication through involvement of all in our community in collaborative and co-operative decision making, working towards common goals.

We value the gifts and talents of each member, which are shared and nurtured in an accepting and safe environment.

In striving for excellence in education at St James the Apostle School we encourage children to take pride in themselves and their achievements.

We are committed to maintaining and developing our resources and school environment.

We appreciate that we are on a journey, supporting and encouraging each other as we grow and meet new challenges. In welcoming the future we are building on our past.

Together we strive to learn with strength and in gentleness.

Accredited Curriculum Overview

Foundation to Year 10

The Victorian Curriculum F–10 (<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>) 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 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.

The St James the Apostle Primary 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 senior secondary curriculum 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 James the Apostle Primary School.

At St James the Apostle Primary 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 James the Apostle Primary 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 James the Apostle Primary 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 James the Apostle Primary School Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St James the Apostle Primary School policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy.

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 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 James the Apostle Primary 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
Religious Education	2 hours 45 minutes, weekly
English <ul style="list-style-type: none"> • Reading and Viewing • Speaking and Listening • Grammar and Spelling • Writing 	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.
Languages	75 minutes per week – 15 minutes daily
Mathematics <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability 	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.
Health and Physical Education	1 hour weekly
The Arts	2 hours weekly
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Science Technologies <ul style="list-style-type: none"> • Design and Technology • Digital Technologies 	3 hours 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.
TOTAL	25 hours weekly

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.

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 James the Apostle Primary School will implement the curriculum plan by:

- Ensuring School leaders plan for and oversee curriculum direction across the school.
- Providing teams of teachers to meet, discuss data and assessment and plan for teaching and learning sequences linked to the Victorian Curriculum.
- Providing professional learning opportunities, as well as personal professional development plans being developed that cater for the Victorian Curriculum needs of each staff member.
- Developing curriculum maps to ensure that learning is addressed appropriately.
- Providing relevant and timely professional learning through Professional Learning Community (PLC) Meetings.
- Ensuring that Learning Leaders attend planning and PLC meetings with teachers.
- Informing the community about the curriculum that is being designed and delivered through newsletters, Seesaw posts or parent-teacher discussions.
- Providing a variety of other resources, including online resources, 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

School Requirements for Curriculum Provision, Assessment and Reporting to Parents/
Guardians/Carers for MACS Schools

School Assessment and Reporting Procedures

School Assessment and Reporting Policy

Scope and Sequence – St James the Apostle Primary School Learning and Teaching Program

	Year Prep	Years 1 & 2	Years 3 & 4	Years 5 & 6
Religious Education	Knowledge & Understanding, Reasoning & Responding, Personal & Communal Engagement (following MACS RE Curriculum Framework)	Knowledge & Understanding, Reasoning & Responding, Personal & Communal Engagement (following MACS RE Curriculum Framework)	Knowledge & Understanding, Reasoning & Responding, Personal & Communal Engagement (following MACS RE Curriculum Framework) Preparation for Sacrament of Penance – Yr 3 Preparation for Sacrament of Eucharist – Yr 4	Knowledge & Understanding, Reasoning & Responding, Personal & Communal Engagement (following MACS RE Curriculum Framework) Preparation for Sacrament of Confirmation – Yr 6
English	Reading & Viewing, Writing, Speaking & Listening (following Victorian Curriculum P-10)			
Mathematics	Number & Algebra, Measure & Geometry, Statistics & Probability (following Victorian Curriculum P-10)			
Languages	Greetings Where is? May I?	Feelings How do you say? I can...	I want... Do you? When?	What? Why? Because... Where?
Physical Education	Curriculum Focus: PE (following Victorian Curriculum P-10)			
The Arts	Curriculum Focus: Visual Arts (following Victorian Curriculum P-10) Curriculum Focus: Music, Dance, Drama (following Victorian Curriculum P-10)			
Inquiry Throughlines (see table below for learning areas)	Innovation Exploration Story Environment	Wellbeing Community	Exploration Innovation	Environment Story
Capabilities	Personal & Social (through Inquiry, following	Personal & Social (through Inquiry, following Victorian Curriculum P-10)		

	Victorian Curriculum P-10)	<p>Creative and Critical Thinking (through all areas, following Victorian Curriculum P-10)</p> <p>Ethical (through all areas, including RE, following Victorian Curriculum P-10)</p> <p>Intercultural (through Inquiry, following Victorian Curriculum P-10)</p>
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Inquiry Throughline and Learning Area Connections

	Exploration	Environment	Community	Innovation	Wellbeing	Story
Health & Physical Education					✓	
Humanities			✓			✓
Science	✓	✓		✓		
Technologies	✓			✓		