

# St Augustine's Keilor Curriculum Plan Overview



St Augustine's 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

#### St Augustine's Primary School

A welcoming learning community:

*United in Catholic faith*

*Integrating our faith and life*

*Empowering animated life-long learners*

*Enabling responsible global citizens*

*Nurturing the potential of all*

### Mission

Our school vision is lived out throughout daily words and actions as we strive together to make a difference. As a Catholic School we are committed to working with parents in a partnership to continue the faith development of our students. Through instruction and prayer we aim to develop in our students a deeply personal relationship with God that is life giving and purposeful.

### Purpose

At St Augustine's we focus on engaging students in vibrant, creative learning experiences that develop inquiring minds. Our aim is to develop students who are able to think deeply and critically, interact, create and collaborate effectively in a global world.

We provide a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated Inquiry classroom curriculum program addresses the domains of Science, Humanities/History, Design and Technology, Civics and Citizenship, and Health. These domains are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language (Italian), Technologies and Performing Arts. The capabilities are addressed within each of the domains and is supported by a range of initiatives run across the various year levels. The school is an active participant in district sport competitions as

well as providing opportunities for students to participate in many extra curricula activities such as choir, Uke, computer club and robotics.

Our curriculum is innovative and contemporary and is designed to respond to the needs and interests of our students. We begin by establishing their individual needs through well-designed assessments. The curriculum at St Augustine’s immerses students in learning that will equip them with the necessary skills and dispositions to live and work within a world that demands high levels of ICT literacy, academic knowledge and understanding as well as thinking and personal and interpersonal skills to allow them to create and collaborate in a global world

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 Augustine’s 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.

## Accredited Curriculum Overview

### Foundation to Year 10

The Victorian Curriculum F–10 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 can be found here:

<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>

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.

## Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at St Augustine's.

At St Augustine's 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 Augustine's 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 Augustine's 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 Augustine's Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Augustine's 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 Augustine's 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
<b>Religious Education</b>	2 hours 30 minutes, weekly
<b>English</b> <ul style="list-style-type: none"> <li>● Reading and Viewing</li> <li>● Speaking and Listening</li> <li>● Grammar and Spelling</li> <li>● Writing</li> </ul>	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.
<b>Languages</b>	75 minutes per week – 15 minutes daily
<b>Mathematics</b> <ul style="list-style-type: none"> <li>● Number and Algebra</li> <li>● Measurement and Geometry</li> <li>● Statistics and Probability</li> </ul>	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.
<b>Health and Physical Education</b>	2 hours 30 minutes weekly
<b>The Arts</b>	1 hour weekly
<b>The Humanities</b> <ul style="list-style-type: none"> <li>● Civics and Citizenship</li> <li>● Economics and Business</li> <li>● Geography</li> <li>● History</li> </ul> <b>Science</b> <b>Technologies</b> <ul style="list-style-type: none"> <li>● Design and Technology</li> <li>● Digital Technologies</li> </ul>	2 hours and 15 minutes 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.
<b>TOTAL</b>	<b>25 hours weekly</b>

### 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, practiced, 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.

## Curriculum organisation and 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 Augustine's will implement the curriculum plan by drawing 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.

All content is developed using the following documents:

- St Augustine's policies for each of the learning areas
- Learning Area Goals
- Curriculum Content Map
- St Augustine's Religious Education Scope and Sequence: Religious Education Curriculum Framework
- Victorian Curriculum F–10
- Statement of Philosophy

A variety of other resources, including online resources, are 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

Learning & Teaching Policy

Curriculum Content Map

Victorian Curriculum Policy

## Scope and Sequence – St Augustine's Learning and Teaching Program