**ST. GEORGE PRECA CATHOLIC PRIMARY SCHOOL, CAROLINE SPRINGS**

**CURRICULUM FRAMEWORK POLICY**
**(Including review of Teaching Practice)**

## Rationale

Implementation of the Victorian Curriculum across the St George Preca Primary 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.

### Aims

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 Foundation-10.
A high-quality curriculum is not a collection of disconnected items of knowledge and skills but incorporates a set of progressions that define increasingly complex knowledge, skills and concepts. Enabling students' progress along this progression or learning continuum is the fundamental role of teachers and schools.

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 Catholic Education Melbourne will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Religious education has a special place in the curriculum at St George Preca 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 Religious Education Framework, developed by the Archdiocese of Melbourne.

# Scope of Curriculum

The Victorian Curriculum includes both knowledge and skills. These are defined by learning areas and capabilities. 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.

| Learning areas | Capabilities |
|---|---|
| **Religious Education**<br><br>**The Arts**<br><br>• **Dance**<br>• **Drama**<br>• **Media Arts**<br>• **Music**<br>• **Visual Arts**<br>• **Visual Communication Design**<br>**English**<br><br>**Health and Physical Education**<br><br>**The Humanities**<br><br>• **Civics and Citizenship**<br>• **Economics and Business**<br>• **Geography**<br>• **History**<br>**Languages**<br><br>**Mathematics**<br><br>**Science**<br><br>**Technologies**<br><br>• **Design and Technologies**<br>• **Digital Technologies** | **Critical and Creative Thinking**<br><br>**Ethical**<br><br>**Intercultural**<br><br>**Personal and Social** |

# Curriculum Organisation and implementation

Classroom teachers, supported by curriculum leaders, are responsible to collaborate in level teams for planning and implementing curriculum programs. Overviews and programs are recorded electronically and are available to all staff that require access to these. Evaluation and ongoing assessment are also recorded by teachers.

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 promote learning in each curriculum area.

The schools planning for curriculum firstly draws on the 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.

St George Preca Primary School will also take inspiration from the Melbourne Archdiocesan Horizons of Hope 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.

## 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 is analysed and used to drive curriculum planning, so as to meet the learning needs of students, and to improve student learning outcomes.

Students with diverse 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. (Including teacher, parents , School Leaders and Principal.)

Student assessment is against the Victorian Curriculum student achievement standards and 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 class 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 Victorian Curriculum, or the Religious Education curriculum. 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
- Student needs
- Directions or guidelines from regulatory bodies.
- School curriculum arrangements/ changes.
- Staffing – new staff, expertise of staff etc.
- Scheduled 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 and seeks to refine what is already in use so as to improve the effectiveness of our teaching and learning program.
2. Review of directions in curriculum through a formal process. This is usually driven by directions in Victorian Government policy.

**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 opportunities 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. The documents are then taken to the School Board for comment and ratification.
d) Documentation is then circulated as appropriate and used for curriculum direction.
e) Mentoring and coaching is often a strong support in the implementation phase and in the cycle of reflective practice.

**Information for Parents**

Parents are informed about the curriculum through a variety of avenues such as the school website and Newsletter.

**<u>Evaluation</u>:**

- This policy will be reviewed as part of the school's four-year review cycle.

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