

Our Lady Star of the Sea Curriculum Plan



Our Lady Star of the Sea 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

Inspired by Mary and guided by our faith in her Son, Jesus, we aspire to be a respectful, nurturing and engaging learning community

Scripture reference:

“I have come so that you may have life and have it to the full.”

Purpose

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 Our Lady Star of the Sea 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

At Our Lady Star of the Sea the following principles underpin our learning and teaching:

- That Catholic culture strengthens and the school learning community commits to enact our vision as disciples of Jesus.
- That student engagement and teacher relationships strengthen.
- That student outcomes reflect high levels of learning growth across the curriculum, particularly in English and Mathematics.
- That students' develop as responsible people with positive growth mindsets.
- That the culture of professionalism continues to strengthen and underpin all school practices.
- That student learning is enhanced through strengthened family and community partnerships.

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Our Lady Star of the Sea.

At Our Lady Star of the Sea, 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

Our Lady Star of the Sea will implement the curriculum by:

Working towards agreed curriculum expectations with differentiation to meet the learning needs of all students. This learning and teaching can take place in:

- whole class mixed ability groups
- literacy and numeracy workshops at the zone of proximal development
- Learning Sprints to consolidate and extend individual learning.

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.

Staff members have a responsibility:

- To be familiar with the school documents and practices to be used as the primary resource for curriculum direction and the implementation
- To accept the necessity to work within Professional Learning Level Teams to plan and moderate learning and teaching for student achievement
- To complete the record of learning and teaching
- To use the Victorian Curriculum F-10 and the Diocesan Religious Education Guidelines.
- To implement our School Improvement Plan (SIP), 2018-2021 developed from the recommendations of the school review, which our school participated in 2017,
- To actively engage in implementing the Annual Action Plans as developed for each sphere of the SIP
- To ensure there is opportunity for student voice.

Learning and Teaching Record

Each staff member has the responsibility to complete a Record of Learning and Teaching for their class, teaching group or specialist teaching area. Each staff member is responsible for their own Record of Learning and Teaching, including:

- A time table indicating a balance of instruction time for each area of the curriculum,
- Reading and writing planners
- Maths planners
- Religious Education record
- Integrated Curriculum Inquiry Learning record.
- Evaluation and assessment

Each teacher should also have access to copies of Integrated Inquiry, Maths and R.E units of work that are planned collaboratively with their Professional Learning Team members. Records of Learning and Teaching are to remain in the school for three years. Yearly and unit planners for RE, Mathematics and Integrated Inquiry, as well as English term planners are to be filed in team folders appropriately and kept in the school indefinitely.(August 2010). *Please refer to Learning and Teaching Record Checklist, Appendix 2:*

Learning and Teaching-Student Ongoing P- 6 Record Keeping

Teachers are to keep up to date records of student learning via the Assessment Tracking Sheets and Student Record.

These documents are located in Google Drive, in OLSOS Staff folder, Assessment and Tracking folder which contains a folder for each year level and for each student.

- **Assessment Tracking Sheet** (marks, tests scores and assessment data as collected at the beginning and comments at the end of the year in English and Mathematics.

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, Our Lady Star of the Sea will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Lady Star of the Sea 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 Our Lady Star of the Sea 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 Circle Time Respectful Relationships	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 Technology <ul style="list-style-type: none"> ● Design & Technology ● Digital Technologies 	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 <u>Our Lady Star of the Sea Conceptual Framework</u> .
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:

- Victorian Curriculum F–10
- Our Lady Star of the Sea policies for each of the learning areas
- Our Lady Star of the Sea Religious Education Scope and Sequence: Religious Education Curriculum Framework
- 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

[Staff Professional Development Policy.pdf](#)

[Copy of Learning Support Teacher Role & Responsibilities.pdf](#)

[Classroom Teacher Role Description.pdf](#)

[Staff Handbook for 2021\[0\] \(1\).pdf](#)

[Learning and Teaching Statement.pdf](#)

[Scope-and-Sequence-Levels-F-6.docx.pdf](#)

[Sport & Physical Education Policy.pdf](#)

[2021 Student Wellbeing & Respectful Relationships S&S Foundation.pdf](#)

[2021 Student Wellbeing & Respectful Relationships S&S Level 3&4 .pdf](#)

[2021 Student Wellbeing & Respectful Relationships S&S Level 5&6.pdf](#)

[Learning Support Officer Role Description.pdf](#)

[Copy of Learning Support Teacher Role & Responsibilities.pdf](#)

[Student Wellbeing handbook \(2021 \).pdf](#)

[Inquiry Learning - 2 Year Cycle.pdf](#)