

St. Joseph's School, Sorrento

Curriculum Plan Overview



St. Joseph's 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 vibrant learning community, we will develop engaged, independent and successful learners who will contribute to the world for the good of all

Mission

To provide a rigorous and contemporary Catholic education that integrates faith, life, culture and social and emotional wellbeing

St. Joseph's is committed to providing educational opportunities that actively welcome, engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

Purpose

Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our school community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe.

Every person at the school has a right to feel safe and to learn. Therefore, our school aims:

- To promote the values of honesty, fairness and respect for others
- to acknowledge the worth of all members of the community and their right to work and learn in a positive environment
- to affirm cooperation as well as responsible independence in learning
- to foster self-discipline and to develop responsibility for one's own behaviour.

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. Joseph'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 6

The Victorian Curriculum F–6 is the Foundation to Year 6 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–6 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–6 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. Joseph's.

At St. Joseph'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. Joseph'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. Joseph'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. Joseph's Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St. Joseph's school policies for each of the learning areas
- Victorian Curriculum F–6
- Statement of Philosophy

The school's learning and teaching 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. Joseph'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 6

The following provides an outline of the learning areas within the F–6 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. 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 30 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	40 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	2 hours 30 minutes weekly
The Arts	1 hour 40 minutes 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 	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.
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–6 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. Joseph’s will implement the curriculum plan by .

Whole staff participate in an annual planning day to view the school, the Catholic Church and national calendar and decide on whole-school concepts and curriculum area focus for each term.

Staff in year levels create yearly and termly overviews to ensure all Victorian Curriculum areas are covered, assessed and reports on each year.

Curriculum leaders oversee this process and ensure we have continuity across year levels.

Evaluation

This policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.

School Policies

Learning and Teaching Policy
Student Wellbeing Policy
St. Joseph’s Pedagogical Framework
Victorian Curriculum Policy
St. Joseph’s Data Plan

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Director, Learning and Regional Services
Approval date	November 2022
Risk rating	High
Date of next review	November 2024

POLICY DATABASE INFORMATION

Related documents	
Superseded documents	School Curriculum Plan Overview – v1.0 – 2021
New policy	