

St Peter's Bentleigh East

Curriculum Plan



St Peter's Bentleigh East 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), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

Curriculum and learning policy

Vision

We are a Catholic community where our love of God, self and others is central to our learning and all that we do.

At St Peter's this happens when:

- Relationships between all in the community are modelled on the Gospel values, whilst respecting the diverse faith traditions and beliefs in the community.
- Opportunities exist for all to foster their love of God, deepen their faith and explore Catholic traditions.
- Sustainable practices are adopted to reduce our 'environmental footprint' thus encouraging an appreciation and love of God's creation.
- A vibrant and dynamic learning community exists, with a strong emphasis on developing social and emotional competencies and capabilities.
- Life Long learning is modelled and success is achieved by all and celebrated.
- Students are motivated to be enthusiastic and engaged learners, reflecting on their own learning and its application to their daily lives.
- Happy, confident, resilient, responsible children are willing to take risks to solve everyday problems in a restorative manner knowing that their choices and behaviours affect the lives of others.
- Personal growth and positive self esteem are promoted through the recognition of individual skills and talents.
- Inclusiveness is evident by catering for student's individual needs, learning styles, backgrounds, perspectives and interests.
- Students and their families are provided with a friendly, supportive, productive and safe environment so that they feel connected to school community.

Mission

St Peter's Bentleigh East 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

At St Peter's we are committed to supporting all students to become successful learners, confident individuals and active and informed citizens as articulated in the Melbourne Declaration on Educational Goals for Young Australians. www.mceetya.edu.au

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 Peter's Bentleigh East 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 St Peter's Bentleigh East we strive for our children to be

Successful learners who:

- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas

Confident and creative individuals who:

- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- relate well to others and form and maintain healthy relationships
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and informed citizens who:

- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.

Scope

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

At St Peter's Bentleigh East, 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

St Peter's Bentleigh East is committed to the implementation of Victorian Curriculum which incorporates the Australian Curriculum and reflects Victorian priorities and standards. It has been implemented at St Peter's Primary School within the timeline supported by the Catholic Education Office Melbourne. We are continuing to implement the Victorian Curriculum and are evolving in its content, understanding and development.

The Victorian Curriculum structure is banded over a two year period, in learning areas such as Science, The Humanities, The Arts, Health & Physical Education, Languages and Technologies, meaning students have a two year period in which they can successfully accomplish the Achievement Standard. Mathematics and English are detailed using singular years with an Achievement Standard recorded for each year level. The School Leadership Team and designated staff members (ie: Head of Learning and Teaching, the Literacy Leader & Numeracy Leaders) lead a team approach in the development and implementation of the School Improvement Plan.

Whole school professional development opportunities have been and will continue to be provided, to cater for the full implementation of the Victorian Curriculum and the needs of the staff. The School Improvement Plan will incorporate audits of existing curriculum areas against the Victorian Curriculum and the Victorian Curriculum and Assessment Authority (VCAA).

Student Achievement will be measured and reported to students and parents against the Victorian Curriculum standards. This is done through twice yearly written Student Reports and parent teacher meetings, held twice a year and when required on an individual needs basis.

All staff participate in the collection and analysis of student achievement data.

The school will continue to provide adequate resources for the implementation and development of the Victorian Curriculum and associated professional development.

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.

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, St Peter's Bentleigh East will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Peter's Bentleigh East 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 St Peter's Bentleigh East, 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	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 St Peter's Bentleigh East Conceptual Framework.
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:

- St Peter's Bentleigh East Religious Education Scope and Sequence: Religious Education Curriculum Framework
- Victorian Curriculum F–10
- 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.