

Holy Trinity Catholic 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

Holy Trinity Catholic Primary School is a faith community inspired by the love of God, within the parishes of St Francis Xavier and Our Lady Help of Christians. We strive to create a positive and collaborative learning community that inspires all to reach their full potential living justly and compassionately within a global community.

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 Holy Trinity Catholic Primary School 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.

At Holy Trinity Catholic Primary School we believe that optimum learning occurs when teachers, working in partnership with parents, actively engage students. Best practice pedagogy underpins learning and teaching to ensure learners are able to contribute positively as global citizens. Learning is enhanced when teachers and students work within a positive culture that reflects gospel values and respects the human person. Monitoring students' progress and catering for their individual needs promotes continuous learning.

Goals

- To be engaged in learning through deep thinking, inquiry and collaboration.
- To develop positive self-esteem in a safe, secure and supportive environment.
- To develop and apply skills in order to engage critically and effectively in a multimodal world.

- To work in an environment that nurtures inquiry, risk taking, reflection and success.
- To engage in the process of learning by reflecting on what and how they learn and applying it to new contexts.
- To be provided with the learning opportunities and experiences that cater for individual needs.
- To take the responsibility to broaden our educational perspectives and build new knowledge, understandings and skills.
- To be active and engaged by providing opportunities for students to work collaboratively, solve problems, share knowledge and responsibility within and beyond the school setting.
- To provide knowledge, skills and understanding through a comprehensive and balanced curriculum.

Principles

At Holy Trinity Catholic Primary School:

- learning is the process of constructing knowledge
- learning is not linear; it involves learners extending, elaborating, reorganising, reformulating and reflecting upon their own frameworks of knowledge
- learning involves building upon prior knowledge
- learning is making explicit the implicit conceptions, frameworks and explanatory systems in the minds of learners, which shape how they interpret and what they learn. Learners; conceptions are embedded in their culture and tied to their use of language
- Learning occurs in a context, and the understandings about the context are part of what is learned
- learning involves learners communicating their questions, intuitions, conjectures, reasons, explanations, judgements and ideas in a variety of forms
- learning involves developing knowledge, skills and dispositions to think and act in ways which determine individual effort, the setting of personal goals, self-assessment and awareness of the uses (and misuses or abuses) of knowledge
- learning involves the progression of learner through cycles of growth

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Holy Trinity Catholic Primary School.

At Holy Trinity Catholic Primary School, 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

At Holy Trinity Catholic Primary School:

- Learning experiences will be challenging, engaging, and involve practical hands on activities.
- A safe and secure learning environment is maintained to promote social, emotional and academic learning.
- An Inquiry learning approach is implemented across the school.

- Teachers implement and build on current best practice learning and teaching.
- Learning sequences are developed by teachers engaging in collaborative professional dialogue.
- Teachers are conversant with current educational practices through involvement in professional learning.
- Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting student needs.
- Both extension and intervention opportunities are provided for all students according to needs.
- Assessment and Reporting is used to monitor student progress, inform teaching and provide feedback.
- Current Victorian Curriculum documents are used to plan for learning and teaching in all curriculum areas.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Learning and teaching is documented through planners and overviews.
- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities.
- All teachers will undertake to enhance their skills by active involvement in personal professional development programs.
- Build and maintain a positive partnership between home and school and provide homework opportunities that complement classroom teaching.
- Beginning and end of year testing in Literacy and Numeracy is conducted to track student progress against CEM benchmarks and to inform teaching and reporting.
- Ongoing assessment and mid year PAT R & PAT M testing is used to inform teaching
- Students in Year 3 and Year 5 participate in the NAPLAN, National Literacy and Numeracy testing.
- The whole, small, whole teaching structure is implemented across the curriculum to meet individual needs.
- PLP's are developed for students with additional needs. Class teachers, with the assistance of Student Services Leader and Wellbeing team, will develop PLP's; identifying target and achievement goals.

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, Holy Trinity Catholic Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Holy Trinity Catholic Primary School 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 Holy Trinity Catholic Primary School, 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 |
| Mathematics <ul style="list-style-type: none"> • Number & Algebra • Measurement • Geometry • Statistics & Probability | 1 hour daily |
| 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 Holy Trinity Catholic Primary School 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:

- Holy Trinity Catholic Primary School policies for each of the learning areas
- Holy Trinity Catholic Primary School 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.