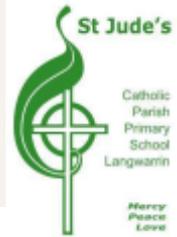


St Jude's Primary School Curriculum Plan



St Jude's 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), 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

An abundance of Mercy, Peace and Love

Seeking and Achieving

Together in God's Love

We at St Jude's value a positive community
that is inclusive and respectful of relationships, appreciative of diversity.

We aim to create a learning community
that actively promotes knowledge and skills for a twenty-first century society.

We will provide an engaging and differentiated curriculum,
growing the whole person through
a climate of shared culture, and a safe and nurturing environment.

"A Positive Attitude is a little thing that makes a BIG difference."

Mission

At St. Jude's Langwarrin our mission encompasses the five spheres of schooling:

Education in Faith

We, at St. Jude's, aspire to develop, deepen and celebrate the core traditions of our Catholic faith, primarily through the Eucharist and the Liturgy of the Word.

As a faith community we also aim to develop a personal relationship with God through prayer, the Sacraments, the recognition of religious symbols and professional development in Religious Education.

Student Wellbeing

We recognise the individuality of each child within an inclusive environment. We ensure that students develop as people who are taking increasing responsibility for their own spiritual and physical wellbeing. This will foster learning, relationships with others and their role within the local, national and global community. We aim to provide a structure whereby children build positive relationships through promotion of social justice and Gospel values, team play and by being able to make appropriate choices.

School Community

We aspire to become a strong Catholic school community in partnership with the parents and parish. It is our aim to make the school accessible to all children baptised in the Catholic faith and to those who wish to avail themselves of a Catholic education. Social justice is fostered in children through the explicit teaching of the values of Jesus and the Catholic Church. We reach out to the wider community to create a sense of awareness and responsibility amongst the students, parents and staff.

Learning and Teaching

We aim to provide an environment where we develop the whole child, socially, morally, spiritually, psychologically, physically and academically. We provide opportunities for the child to develop their faith with Jesus as their model and guide. Children are provided with a safe, stimulating and supportive environment where every child feels secure, valued and praised and has a right to succeed. We offer a diverse curriculum in accordance with the standards set by the Victorian Curriculum, to cater for the individual differences of each child. Implementation of policies and programs are accomplished through the joint partnership of teachers and parents. Assessment, using a variety of formal and informal data, plays a vital role within this process. It is used to assist children to be reflective about their learning and enables teachers, in conjunction with parents, to guide and enhance future learning.

Leadership and Management

At St. Jude's, leadership and management involves forging strong links between school and parish leadership teams. Effective communication strategies exist between the Principal and the Parish Priest and regular consultation is sought from the Leadership Team, the Consultative Committee and the Parish Education Board. Leaders value the process of self-development in their managerial style and abilities and foster leadership qualities in all staff. School Leaders are a

formal means of instilling leadership in senior students, however all students are supported in developing leadership skills and goal setting. Leaders nurture positive teamwork amongst staff and encourage colleagues to participate in professional learning.

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 St Jude’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.

Principles

At St Jude's Primary school:

Scope

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

At St Jude'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 design process, allowing them to make decisions about what they need to know and when.

Implementation

St Jude's Primary school will implement the curriculum by:

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 Jude's will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Jude's 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 Jude's 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 Jude’s 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 Jude's policies for each of the learning areas
- St Jude's 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.

School policies/references

 3.8.2 St Jude's Learning and teaching plan for English (2019 Review)

 3.5 Learning & Teaching Policy Statement (2016) (2019 Review)

 3.6 St Jude's Learning and teaching plan for Religion (2019 Review)

 3.8 St Jude's Learning and teaching plan for Catholic Social Inquiry (2019 Review)