

St. Kevin's Primary School Curriculum Plan Overview



St. Kevin'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 faith community...

At St Kevin's, we are a Christ centred Catholic school. We endeavour to be a welcoming faith community that accepts all people and acknowledges the richness that we all bring to our community through a kaleidoscope of ethnic, cultural and linguistic influences. We enact the Gospel values and strive to be a community where people can experience the compassion and love of Christ. We support our students to integrate their faith and life, nurturing a love of justice and peace.

As a learning community...

At St Kevin's we aim to develop the whole person and to foster a culture of learning where all children reach their potential. We strive to be a learning community where everyone can experience success in an inclusive, safe and respectful environment. Our focus on teaching and learning aims to prepare our students with knowledge, skills and attitudes for lifelong learning in a complex and rapidly changing world.

As an inclusive community...

We promote a culture of relationships which uphold the dignity of each person. We strive to ensure that all have a sense of belonging to our school community, which is a place where teachers, parents and students work together to collectively maximise learning opportunities for all.

Mission

Inspired by our patron St. Kevin of Glendalough, our Mission is to bring our faith to life by accepting the challenge to act justly, humbly and tenderly. We work collaboratively to create a contemporary, sustainable and personalised curriculum focused on excellence. Diverse skills, talents and passions are nurtured in a safe, rigorous, creative and restorative learning environment. Our community models compassion and empathy in our global neighbourhood.

Accredited Curriculum Overview

Foundation to Year 10

The Victorian Curriculum F–10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–10 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–10 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.

The St. Kevin’s Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 and/or curriculum for senior secondary students and principles of curriculum from the *Horizons of Hope* education framework. This curriculum plan ensures excellent holistic education, centred on the students and engaging them in authentic, purposeful learning.

Scope

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

At St. Kevin’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. Kevin’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. Kevin’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. Kevin’s Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St. Kevin’s school policies for each of the learning areas
- Victorian Curriculum F–10
- 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. Kevin’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 10

The following provides an outline of the learning areas within the F–10 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 (as in the case for Years 7–10). 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
School Assembly	1 hour, weekly
Religious Education	2 hours 30 minutes, weekly
English <ul style="list-style-type: none"> • Reading and Viewing • Speaking and Listening • Grammar and Spelling • Writing 	10 hours, weekly
Languages	1 hour, weekly
Mathematics <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability 	5 hours, weekly
Health and Physical Education	1 hour, weekly (Gr P-4); 3 hours, weekly (Gr 5-6)
The Arts	1 hour, weekly
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Science	3 hours 30 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.
Technologies <ul style="list-style-type: none"> • Design and Technology • Digital Technologies 	
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–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Implementation

CURRICULUM PLANS

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.

PLANNING PROCEDURES

St. Kevin's implements the curriculum plan by using the Victorian Curriculum to create two year cycle Scope & Sequence documents for each curriculum area. Each level team creates Scope & Sequence documents to ensure all areas are covered. Teachers work collaboratively in level teams, led by their level Learning & Teaching Leader, to create Term Overview documents. These assist teachers within each level to map out when different areas of the curriculum will be covered across the year. It helps to create a consistent planning structure for all teachers within each level. Level teams meet every fortnight for a planning day where teachers moderate work samples, analyse data, discuss student needs, unpack curriculum and plan units of work. The school Learning & Teaching Leader, Mathematics Leader and Literacy Leader support these processes when necessary. Level teams design units of work by looking at student data and unpacking the curriculum for that area. Learning intentions and success criteria are created as a level team and teachers work in pairs to plan specific lessons, creating a common planner for the level. Shared weekly work program documents are created as a team to ensure consistency between classes within a level. Individual teachers then create a copy of this shared work program and personalise this for their own class. This may include designing enabling or extending prompts or activities as necessary, planning for students with additional needs (NCCD), planning a program for the LSO allocated to their class, etc.

IMPLEMENTATION OF ENGLISH

At St. Kevin's, Reading and Writing is taught using a Structured Literacy approach. Our teachers are well versed in the research surrounding the Science of Reading and the neuroscience behind how the brain learns to read. Research shows that the five pillars of reading, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension, are crucial for developing a strong foundation in reading. These pillars work together to help students decode words, understand their meanings, and make connections to background knowledge. These pillars are part of our Literacy Block in all our junior classrooms which involves providing explicit instruction on a daily basis, offering a range of high-quality texts, and creating a supportive and engaging learning environment. We use the Heggerty Program to develop phonemic awareness skills and follow a structured, synthetic phonics scope and sequence to teach phonemes and graphemes. Our classrooms are resourced with decodable books to match our phonics scope and sequence. Our Grade 3/4 and 5/6 classes introduce morphology into their literacy lessons to support vocabulary and comprehension development, as students learn to understand how words are constructed and develop a meaning of particular morphemes. Studying word structure and meaning assists students by improving their ability to decode words, expand their vocabulary, and spell more accurately. Comprehension becomes more of a focus in the teaching and learning of Reading from Grade 3 onwards. Developing students'

background knowledge about a range of topics and using rich texts to support this assists students to become more independent when applying strategies such as making predictions, visualising, inferring, summarising, questioning and synthesizing.

IMPLEMENTATION OF MATHS

St. Kevin's was involved in the Direct School Support in Mathematics program from 2019-2021. This three year program supported by staff at MACS developed a consistent approach to the teaching of Mathematics at our school. A clear planning approach was developed and is now embedded when planning Mathematics units of work, involving rich dialogue between teachers within levels. Teachers use data to support their planning, curriculum is unpacked by teachers during their planning process and lessons are differentiated in a range of ways to cater for different learning needs within each level. St. Kevin's follows a scope and sequence to teach mental strategies in number Word Sequence (counting), Addition & Subtraction and Multiplication & Division.

IMPLEMENTATION OF INQUIRY/RE TEACHING

St. Kevin's has worked with Lane Clark for many years to develop a culture of designing and delivering engaging curriculum with a focus on thinking processes and powerful pedagogy.

A 9-step planning process is used when planning Inquiry and Religious Education units of work. This process allows teachers to unpack and become very familiar with the curriculum they will be teaching and assessing. Recontextualizing Religious Education to make links and integrate this within our Inquiry learning is an important part of this process. We teach and understand our Catholic and other faith traditions in a contemporary context and consider cultural relevance, social issues, stereotypes and prejudices, ethical implications and empathy when planning Religious Education units of work.

Our Inquiry/RE units follow a two year scope and sequence (see below) and conclude with a 'So What' project where students may apply their learning to a real life project, create solutions to a problem, make future predictions or design new products.

Evaluation

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

Related School Policies

- Assessment and Reporting Policy

Scope and Sequence – St. Kevin’s Learning and Teaching Program

2022		Grade Prep <small>(yearly overview)</small>	Grade 1/2	Grade 3/4	Grade 5/6
Term 1 (10 weeks)	Core Curriculum Area:	Health	Health	Health	Health
	Capability:	Personal and Social Capability Ethical Capability	Personal and Social Capability	Personal and Social Capability	Personal and Social Capability
Term 2 (9 weeks)	Core Curriculum Area:	History (Personal History)	Geography/Earth & Space Science	History-Significant Celebrations	Chemical & Physical Science
	Capability:	Intercultural Capability	Intercultural Capability	Intercultural Capability	Critical and Creative Thinking
Term 3 (10 weeks)	Core Curriculum Area:	Physical Science	Biological Science	Biological Science	Geography
	Capability:	Critical and Creative Thinking	Ethical Capability	Ethical Capability	Intercultural Capability
Term 4 (12 weeks)	Core Curriculum Area:	Geography	History	Chemical & Physical Science	Economics
	Capability:	Intercultural capability	Critical and Creative Thinking	Critical & Creative Thinking	Critical and Creative Thinking

2023		Grade Prep <small>(yearly overview)</small>	Grade 1/2	Grade 3/4	Grade 5/6
Term 1 (10 weeks)	Core Curriculum Area:	Health	Health	Civics & Citizenship	Civics & Citizenship
	Capability:	Personal and Social Capability Ethical Capability	Personal and Social Capability	Ethical Capability	Intercultural Capability
Term 2 (9 weeks)	Core Curriculum Area:	History (Personal History)	Geography	History - First Contact	History
	Capability:	Intercultural Capability	Intercultural Capability	Ethical Capability	Intercultural Capability Critical & Creative Thinking
Term 3 (10 weeks)	Core Curriculum Area:	Physical Science	Chemical & Physical Science	Geography	Biological Science
	Capability:	Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Ethical Capability
Term 4 (12 weeks)	Core Curriculum Area:	Geography	History	Earth & Space Science	Earth & Space Science
	Capability:	Intercultural capability Ethical Capability	Critical and Creative Thinking	Critical and Creative Thinking	Critical and Creative Thinking Ethical Capability

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	