

St Paul Apostle North 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

St Paul Apostle North is a Catholic learning community that inspires, challenges and engages all to become inquisitive global citizens, grounded in faith and inclusive of others, with an intrinsic desire to make a difference.

Mission

St Paul Apostle North Primary school is committed to Catholic Education in a welcoming, supportive and engaging learning environment.

We are committed to the personal learning journey and growth of our students.

We aspire to develop active, successful life-long learners and creative, innovative thinkers who contribute positively to their community, both local and global.

We aim to create an environment that is inclusive of diversity, promotes gender equality and respectful relationships for all members of our school community.

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.

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at St Paul Apostle North Primary School.

At St Paul Apostle North Primary School, 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 Paul Apostle North Primary School 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 Paul Apostle North Primary School 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 Paul Apostle North Primary School Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Paul Apostle North Primary School policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy.

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 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 Paul Apostle North Primary School 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–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
Integrated Curriculum: Religious Education 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 	4 hours + 1 hour per fortnight Mass + 50 minutes (Prayer & Meditation - 10 minutes daily) Walker Learning
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 (Mandarin)	1 hour per week (for one semester)
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 weekly
The Arts <ul style="list-style-type: none"> ● Performing Arts ● Visual Art 	2 hours weekly
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

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.

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.

All content is developed using the following documents:

- St Paul Apostle North policies for each of the learning areas
- St Paul Apostle North Religious Education Scope and Sequence: Religious Education Curriculum Framework
- Victorian Curriculum F–10

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

Religious Education Policy

Mathematics Policy

English Policy

STEM policy

The Humanities Statement

Science Policy

Design and Technology Policy

Digital Technologies Policy

Specialists Curriculum Statement