

Our Lady of Good Counsel School Curriculum Plan



Our Lady of Good Counsel 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

A leading faith community inspiring learners to shape tomorrow.

Mission

We are a Catholic primary school with students central to everything we do. Through innovative learning and teaching practice we educate learners to be critical thinkers, to collaborate and make connections to faith and life. Together we develop confident, resilient and hopeful students with a lifelong love of 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 Our Lady of Good Counsel 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.

Principles

At Our Lady of Good Counsel School

- Student and teacher passions are utilised to create rich, engaging learning opportunities.
- Learning is sequential, developmental and differentiated. This is achieved through goal setting, assessment, reflection and feedback.
- As a community we strive to continually develop understandings, skills and knowledge. We celebrate success and provide structure to overcome challenges.
- Assessment is a pivotal part of the learning & teaching cycle, it forms the basis for personalisation of learning.
- Academic, social, emotional and Catholic faith development are integral to learning.
- Learning and teaching is a collaborative process involving all members of our school community.

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Our Lady of Good Counsel School

At Our Lady of Good Counsel 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

We are an Inquiry based school that aims to engage our students in the contemporary world by:

- developing deep understandings of themselves, others and their world
- building relationships within and beyond the school community
- encouraging our students to contribute to their community
- cultivating globally aware citizens with a focus on social justice

Quality teaching occurs when teachers:

- convey high expectations of learning, effort and engagement for all students and co-design aspirational goals with students
- employ explicit strategies, policies, procedures and programs to teach and encourage respectful behaviour, school connectedness and engagement with learning
- enable students to be active participants in their learning. They are responsive to student feedback and adapt their teaching practice to suit the needs of all students
- set behavioural expectations of positive classroom behaviour and engagement practices and ensure students have the tools and skills to develop positive and self-regulating behaviours
- model and facilitate the use of digital tools and resources to access, use and share learning
- collaboratively design and implement a scope and sequence of learning

- regularly review and update learning programs in line with school curriculum plans, Annual Action Plans and School Improvement Plans
- scaffold and differentiate learning to enable students to achieve their goals
- design learning programs to explicitly build deep levels of thinking and application and support students to be reflective, questioning and self-monitoring learners
- design authentic, fit for purpose assessments to reflect learning intentions and success criteria
- use assessment data to diagnose student learning needs and plan for learning
- provide regular feedback to students on their progress against individual learning goals and curriculum standards
- analyse student achievement data, formal and informal, to improve their practice
- challenge and support each other to improve practice and identify and target areas for professional learning
- establish open and sustained communications with parents/carers

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, Our Lady of Good Counsel School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Lady of Good Counsel 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 Our Lady of Good Counsel 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 (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 Our Lady of Good Counsel 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:

- Our Lady of Good Counsel School policies for each of the learning areas
- Our Lady of Good Counsel 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.