

St. Peter Julian Eymard 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

“The curriculum of the Catholic school is distinguished by its design which promotes the values it holds for the dignity of the human person, a preferred culture of community and its commitment to social justice and service for the common good”.

Horizons of Hope, Catholic Education Melbourne

### Vision

At St Peter Julian Eymard School we believe our students are at the heart of all arrangements for learning and teaching. To meet the needs of our students, we must provide a contemporary curriculum and new ways of learning that equip students to become life-long learners and persons better adapted to the challenges of a rapidly changing world.

### Mission

At St Peter Julian Eymard Community School, we aim to provide an outstanding Catholic education that equips our young people with the knowledge, skills, hope and optimism to live meaningful lives and shape and enrich the world around them.

Through our teaching and learning we endeavor to provide experiences, which reflect the following beliefs. Learning and Teaching at St Peter Julian Eymard School:

- is underpinned by the belief that all students can succeed and ensures the best progress of all learners across all areas of development (intellectual, spiritual, social, physical, emotional)
- focuses on creating safe, contemporary and effective learning environments, where students feel comfortable, accepted and motivated to learn and explore
- promotes positive, authentic relationships, based on the development of social and emotional skills, to enable the young person to grow, learn and flourish
- empowers students with the knowledge, skills, capabilities and confidence to become lifelong learners and embrace the opportunities and challenges of their world and commit to authentic action for justice and the common good
- supports students to have broad and rich experiences at and beyond the school, engaging with diverse perspectives and collaborative learning opportunities, developing deep understandings of self, family, community and the world
- is explicit and scaffolded, with regular feedback to affirm and guide development ensures a personalised response to the learning needs of each student that takes into account his/her interests, strengths and weaknesses
- focuses on creating flexible learning opportunities in which learning is co-constructed and differentiated in response to different learning needs and styles
- engages learners in a contemporary learning environment where they create new knowledge and understanding by thinking and working creatively, exploring and experimenting, planning and reflecting, and communicating and collaborating
- recognises that parents are partners in the learning journey of their children builds positive relationships within and beyond the classroom to enrich student learning

- involves the appropriate and ethical use of contemporary technologies and resources that enable and transform 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. Peter Julian Eymard 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. Peter Julian Eymard:

- [To be completed]
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## Scope

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

At St. Peter Julian Eymard, 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. Peter Julian Eymard will implement the curriculum by:

Learning and Teaching Programs at SPJE are developed in line with the Victorian Curriculum. The Victorian Curriculum, F-10 is the curriculum for all Victorian schools (introduced in 2017). It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Teachers collaboratively plan for learning and teaching in our Catholic context considering the guidelines and standards from the Victorian Curriculum, along with the needs, experiences and interests of our learners. Our SPJE Learning and Teaching Plan describes the learning progression from P-6 in all areas of the curriculum. Level planning documents and teacher's individual work programs provide a more detailed description of the learning experiences planned for our students.

At SPJE teachers plan rigorous, relevant and purposeful learning opportunities, personalised for our students and supported by explicit and scaffolded teaching. Through contemporary learning practices we aim to empower students with the knowledge, skills and capacities to respond creatively to the challenges of their world. Contemporary and emerging technologies support students to make connections beyond the school, engaging with diverse perspectives and collaborative learning opportunities, developing deep understandings of themselves, others and the world.

At SPJE we acknowledge that contemporary learning requires high-quality teaching. We therefore aim to attract and develop, through ongoing professional learning, the very best teachers and staff, ensuring all staff have a high level of knowledge and skills and employ a suite of contemporary, evidence-based teaching strategies.

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, [School name] will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St. Peter Julian Eymard 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. Peter Julian Eymard, 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
<b>English</b> <ul style="list-style-type: none"><li>• Reading &amp; Viewing</li><li>• Speaking &amp; Listening</li><li>• Grammar &amp; Spelling</li><li>• Writing</li></ul>	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
<b>Mathematics</b> <ul style="list-style-type: none"><li>• Number &amp; Algebra</li><li>• Measurement</li><li>• Geometry</li><li>• Statistics &amp; Probability</li></ul>	1 hour daily (total time should not be less than 5 hours weekly on average over the course of a school year)
<b>Religious Education</b>	2.5 hours weekly
<b>Health &amp; Physical Education</b>	2.5 hours weekly
<b>Arts</b>	1 hour weekly

<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>● Civics &amp; Citizenship</li> <li>● Economics</li> <li>● Geography</li> <li>● History</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Science as a Human Endeavour</li> <li>● Earth Science</li> <li>● Biological Science</li> <li>● Chemical Science</li> <li>● Physical Science</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Design &amp; Technology</li> <li>● Digital Technologies</li> </ul>	<p>2 hours and 15 minutes weekly</p> <p>The learning areas of Humanities, Science, Health &amp; Physical Education, and Technology will be taught, ensuring an average of 3 hours weekly over the course of a school year.</p> <p>This is through the focus of the integrated unit of work using an inquiry approach developed under the St. Peter Julian Eymard Conceptual Framework.</p>
<b>TOTAL</b>	<b>25 hours weekly</b>

## 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. Peter Julian Eymard policies for each of the learning areas
- St. Peter Julian Eymard 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**

Please check and Learning and Teaching drop down box on our website for more information.