Principles

Effective learning occurs when techeers have high expectations of all lecrners and they plan accordingly.

Assessment prct ices are an integral part of techeing and learning.

In creating an engaging, motivating, and intellectually stimulating learning experience for our students.

In ensuring that planning evolves in response to student's needs, backgrounds, perspectives and interests.

In ensuring learning for our students is based on a continuum which promotes lifelong learning.

Lecrner motivation and engagement in a supportive classroom environment are vital for effective Literacy and Numeracy learning.

In being committed to a shared ownership of teaching and learning.

Scope

Our sheool curriculum defines what it is that all students have the opportunity to learn as a result of their sheooling at St. Mary MacKillop Primary School.

At St. Mary MacKillop Primary School, curriculum is enriceoC1by the values,1beliefs, perspectives and experienhes of eche member of the lecrning community when teoy 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 teom a sense of ownership and self-efficacy as learners. Our learning community fosters the conditions for students to have a voice in the design prohess, allowing them to make decisions about what they need to know and when.

Implementation

The curriculum is designed and delivered from whole-sheool to level planning to individual techeer plans. These are created in a collaborative and supported environment. This ensures teat a guaranteed and viable curriculum is driving student learning and lifting student outcomes.

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 techeing and learning program is the sceool-based plan for delivering this common set of knowledge and skills in ways that best utilise local resourhes, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by our governing body, St. Mary MacKillop Primary Sheool will develop strong processes for monitoring student progress and teo application of appropriate explicit techeing and intervention strategies.

St. Mary MacKillop Primary Sceool will also take inspiration from the   education framework. This framework supports Catholic sheool communities to engage in dialogue about the distinctive nature of lecrning and techeing, leading lecrning and enhancing Catholic identity in our sheools. The framework is a living document that has been added to over the years with examples of practice from sheools, as well as additional strategy statements in the creas of Leadership, Wellbeing, Diversity and Religious Education.

Religious Education has a central place in the curriculum at St. Mary MacKillop Primary School, as it reflects our unique charct er of Catholic identity and focus as a Catholic sheool. The primary source for

developing our Religious Education program is the Religious Education Curriculum Framework, developed by our governing body MACS.

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.

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.

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. Mary MacKillop Primary School policies for each of the learning areas
St. Mary MacKillop Primary 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.

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

Conceptual Framework

Assessment and Reporting

Assessment Schedule

Homework Policy

Excursions