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Lisieux Catholic 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

In a vibrant school community, and with Christ as our guiding light, Lisieux strives to:

* Nurture the development of the whole person as unique individuals made in God’s image
* Foster a love of life, learning and God’s creation
* Pursue fullness of life for all.

## Mission

## Lisieux strives to achieve our vision in the following ways:

* Enabling gospel values to permeate all facets of school life, encouraging each child’s relationship with God
* Providing diverse and engaging learning experiences to meet the needs and learning styles of each student
* Building a culture based on the premise that every child can learn
* Encouraging each student to recognise and nourish their gifts and talents and those of others

## 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 Lisieux 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

Lisieux Catholic Primary School aims to promote lifelong learning and active participation as citizens in Australian society. Learning and teaching practice is based on an integrated curriculum and implemented through an inquiry approach.

The programs of Lisieux Catholic Primary School and the teaching of those programs support and promote the principles and practice of Australian democracy, including a commitment to:

* elected government;
* the rule of law;
* equal rights for all before the law;
* freedom of religion;
* freedom of speech and association;
* values of openness and tolerance.

**Communication to the school community**

This statement is communicated using a variety of media, through the policies, programs, documentation and practices of the school. This communication occurs through newsletter items; at regular school assemblies; through the school handbook; on the school website; in the annual report to the community; and at regular flag raising ceremonies.

# Scope

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

At Lisieux, 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

Lisieux will implement the curriculum by:

* We strategically plan learning experiences to ensure they are child centred, motivating, engaging, multisensory and interdisciplinary. The content and skills incorporated provide a balance between curriculum outcomes, real life contexts, current affairs - global and local, and student interest. (Authentic Learning)
* Students will be supported and enabled as independent learners through a personalised approach. Learning opportunities that are explicit and scaffolded; and encourage deep thinking and student voice will be evident.
* Our model works on the premise that we need to ascertain what students already know and build an investigative process of learning skills and content from the known to the unknown and the application of new learnings to other situations. (Constructivism).
* As we are preparing learners for their future we are mindful of the skills needed to function in an online world and integrate technological skills throughout our process for research, communication, design, creative production and presentation.
* Teaching strategies incorporate a variety of directed and guided instruction, group and independent tasks requiring cooperation and collaboration. Grouping structures are established to suit the needs and interests of the students, and therefore incorporate a balance between ability and diverse grouping.
* Student engagement and ownership is essential to our model of curriculum. Students are involved in the planning and direction of our inquiry units, in building criteria and rubrics for shared ownership of their assessment in skills and content. They are informed of base curriculum outcomes or understandings so that they are involved in their own goal setting and achievement.
* Open ended design briefs allow for students to think creatively to solve problems, apply new knowledge and skills, and take control of the research, communication, presentation and application of their learning.
* Our selection of Inquiry Units are derived from the learning focus at the various levels of the Victorian Curriculum . Year levels address all content based Learning Areas over the duration of a year with host Learning Area Inquiry Units.
* These units are developed with links to skills and content in other relevant Learning Areas to provide a thorough interdisciplinary learning and teaching investigation.
* The Capabilities outlined in the Victorian Curriculum will be interwoven within our units of Inquiry Learning.
* Detailed planning is documented in line with the stages in our Inquiry process and incorporates guided questions, tools and strategies and assessment pertaining to the understandings and outcomes established in the pre planning stage.

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, Lisieux will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Lisieux 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 Lisieux, 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.

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| **Learning Areas** | **Recommended Time Allocated** |
| **English**   * 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**   * 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**   * Civics & Citizenship * Economics * Geography * History   **Science**   * Science as a Human Endeavour * Earth Science * Biological Science * Chemical Science * Physical Science   **Technology**   * 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 Lisieux 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:

* Lisieux policies for each of the learning areas
* Lisieux 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.