

St Luke the Evangelist 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/Mission

We are St Luke's.

A community of faith, learning and partnership.

Journeying together,

we strive to live the gospel

so that all may enjoy the fullness of life.

We look with wonder at our world

and embrace learning through Inquiry,

through action, through reflection

to realise our potential.

We celebrate diversity and we welcome

the opportunity to live and work together.

Purpose

Learning and Teaching at St Luke's is based upon the following Design Principles:

The Lukan Gospel traditions guide the community of faith, learning and partnership.

Purposeful learning is valued and encouraged to promote a culture of lifelong learners.

Assessment forms a pivotal part of the learning and teaching cycle and is the basis for personalisation of learning.

Contemporary practices and tools enhance the learning for all students and teachers.

Student voice is encouraged and fostered.

Connections with local and global communities create active and informed citizens.

We believe that learning and teaching experiences for students should be:

Reflective Authentic Relevant Collaborative
Diverse Engaging Empowering Flexible

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 Luke the Evangelist 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 St Luke the Evangelist School:

We aim to:

- Educate the whole person – spiritually, academically, socially and emotionally
- Create stimulating learning environments that are supportive, engaging, contemporary and personalised
- Provide purposeful learning experiences that allow students to connect with others – locally and globally
- Use multiple forms of assessment and reporting practices to inform learning and teaching
- Develop a community of learners - students, parents and staff

Scope

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

At St Luke the Evangelist 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

St Luke the Evangelist School will implement the curriculum by:

- Ensure a comprehensive approach to student wellbeing
- Provide learning opportunities that engage all members of the community to learn from and with each other in local and global contexts
- Ensure Literacy and Numeracy teaching is authentic, explicit and purposeful and focuses on building a deep understanding of the concepts, skills and strategies needed to apply learning and solve problems
- Use the inquiry learning approach for learning from P-6
- Provide learning opportunities that reflect contemporary learning practices and support student voice
- Differentiate the learning to meet the individual needs of the student
- Embed strategies of reflective practice and develop deep thinking strategies
- Ensure the learning environment promotes independence, interdependence and self-motivation
- Use feedback and data to monitor student progress and inform teaching

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, St Luke the Evangelist School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

St Luke the Evangelist 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 St Luke the Evangelist 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)
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	1.5 hours weekly
Arts including Performing Arts	1.5 hours 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 	2.5 hours 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 St Luke the Evangelist School Conceptual Framework.

Learning Areas	Recommended Time Allocated
<ul style="list-style-type: none"> Biological Science Chemical Science Physical Science Technology <ul style="list-style-type: none"> Design & Technology Digital Technologies 	
Languages <ul style="list-style-type: none"> Italian 	30 minutes per week
Library <ul style="list-style-type: none"> Library lesson separate from literacy 	30 minutes per week
SEL <ul style="list-style-type: none"> Social and Emotional Learning 	40 minutes per week
TOTAL	24 hours and 40 minutes 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:

- St Luke the Evangelist School policies for each of the learning areas
- St Luke the Evangelist 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.

School policies/references