

Purpose

St John Bosco's 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).

Accredited Curriculum Overview

Foundation to Year 6

The Victorian Curriculum F - 6 is the Foundation to Grade 6 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–6 and 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.

The Victorian Curriculum F–10 can be found here:

<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>

The Victorian Curriculum F–6 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop discrete discipline, knowledge and understanding, in addition to a set of skills, behaviours and dispositions. These general capabilities apply across discipline content and equip students to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

Scope

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

At St John Bosco's School, the 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 curriculum design process, allowing them to contribute to decisions about what they need to know and when.

Curriculum Content

St John Bosco's School will take inspiration from the *Horizons of Hope* education framework. This framework supports MACS 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 Religious Education, Leadership, Wellbeing and Diversity.

Religious Education has a central place in the teaching and learning program at St John Bosco's School as it reflects our unique character of Catholic identity and focus as a MACS school. The primary source

for developing our religious education program is the MACS Religious Education Curriculum Framework.

The school implements the Victorian Curriculum F–10 in order to provide students with a comprehensive teaching and learning program across the year levels with age-appropriate content, sequential learning patterns and interrelated aspects of the content and skills of the desired learning capabilities. Refer to the *Horizons of Hope Foundation Statement – Pedagogy in a Catholic School*. The Victorian Curriculum can be found here: [Victorian Curriculum F–10](#).

All content is developed using the following documents:

- St John Bosco’s School Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St John Bosco’s School school policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy

The school’s learning and teaching program is the school-based plan for delivering this common set of knowledge and skills in ways that best use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, St John Bosco’s School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Whole-school Curriculum Plan and Time Allocation

Curriculum overview – Foundation to Year 6

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units or electives (as in the case for Years 7–10). The recommended weekly time allocations are in line with recommendations of the educational authorities and are averages of curriculum implementation which may span across the two-year cycle. Furthermore, multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

Foundation to Year 6

Learning Areas	Recommended Time Allocated
Religious Education	2 hours 30 minutes, weekly
English <ul style="list-style-type: none"> ● Reading and Viewing ● Speaking and Listening ● Grammar and Spelling ● Writing 	2 hours daily Total time should not be less than 10 hours per week on average over the course of a school year and may vary across year levels.
Languages	75 minutes per week – 15 minutes daily
Mathematics <ul style="list-style-type: none"> ● Number and Algebra ● Measurement and Geometry ● Statistics and Probability 	1 hour daily Five days per week Total time should not be less than five hours per week on average over the course of a school year.
Health and Physical Education	2 hours 30 minutes weekly
The Arts	1 hour weekly
The Humanities <ul style="list-style-type: none"> ● Civics and Citizenship ● Economics and Business ● Geography ● History Science Technologies <ul style="list-style-type: none"> ● Design and Technology ● Digital Technologies 	2 hours and 15 minutes weekly The learning areas of Science, the Humanities, Health and Physical Education, and Technologies will be taught ensuring an average of three hours per week over the course of a school year. The focus is on the integrated unit of work using the school's evidence-based inquiry approach.
TOTAL	25 hours weekly

Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. It is expected that the knowledge and skills defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The four capabilities of the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Implementation

The curriculum is designed and delivered from whole-school to year 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.

A variety of other resources, including online resources, are available to support planning.

St John Bosco's School will implement the curriculum plan by:

- The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundations to Year 6 in accordance with MACS guidelines.
- St John Bosco's Primary School Curriculum Plan complies with DET guidelines in regards to the length of student instruction time in Victorian schools and provides at least 25 hours of face-to-face student instruction per week. Core learning areas such as English and Numeracy are not compromised unless there is a preapproved whole day excursion or school closure day.
- To facilitate this implementation, essential learnings, an assessment schedule and tracking of student data will reflect the Victorian Curriculum.
- Ongoing documentation, through its strategic plan and the Annual Action Plan, the key strategies for improvement in student learning outcomes as part of our curriculum plan
- The planning structure involves facilitated planning for regular planning meetings with the Religious Education Leader, Literacy Leader, Maths Leader, Digital Technology Leader and Student Wellbeing Leader. The curriculum will be collaboratively planned, assessed and reflected upon by all teachers, inclusive of specialist teachers.
- St John Bosco's Primary School identifies and caters for the different needs of students when developing its curriculum plan. Curriculum delivery will reflect and include differentiations - a variety of teaching and learning programs - to address the specific needs of students in relation to special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- St John Bosco's Primary School is committed to every child's academic progress and it is closely monitored through the collection and discussion of data and evidence. St John Bosco's employs formative and summative assessment practices that reflect curriculum objectives and that are used to direct future learning opportunities.
- Through our whole school approach, teachers develop skills in collecting, and interpreting assessment evidence from multiple sources, and in making appropriate judgements based on the evidence. Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.
- The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities. The School will provide a differentiated curriculum that recognises and responds to a diversity of learning capabilities, student needs, additional needs, and students from language backgrounds in addition to English. Educational Support staff complete our teaching team. Most students with disabilities and additional learning needs engage with the curriculum with the necessary adjustments and modifications, made to the complexity of the

curriculum content and to the means through which students demonstrate their knowledge, skills, and understanding. Making adjustments to instructional processes and assessment strategies enables students to achieve educational standards commensurate with their peers. For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different from that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

- St John Bosco's Primary School maintains a consistent approach across all levels in the planning and teaching of the content in the Victorian Curriculum
- School leaders encourage a growth mindset and open, collaborative thinking about improving practice, engaging staff in learning communities
- The School will document, through its strategic plan and the Annual Action Plan, the key strategies for improvement in student learning outcomes as part of our curriculum plan
- Parents/carers will be provided with curriculum information via termly year level Curriculum Newsletters, the School website and in school notice boards. Also, the School community is kept fully informed of their child's progress with face-to-face meetings, digital communication (SeeSaw posts) and twice yearly written reports.
- The School will elect to access the specialist programs according to our self-assessed needs and foci. The main specialist programs are Physical Education, Music, Visual Art & Italian.
- St John Bosco's Primary School incorporates digital technologies & devices as tools to support learning, incorporating a range of digital devices, which are integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Excursion and Incursions are all directly related to the students' current discovery unit with teachers providing clear aims and purpose for student involvement. Principal approval is necessary as well as ensuring all paperwork and risk management plans are in place.
- St John Bosco's develops students critical thinking, problem solving, collaboration and reflective skills through our school dispositions, fostering a love for learning
- St John Bosco's is committed to continuously building on the capacity of all teachers and teams, through ongoing professional learning

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.

Evaluation

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

School Policies

Curriculum Plan

SJB Requirements for Curriculum Provision Assessment and Reporting Guidelines

Assessment and Reporting Policy

Curriculum Organisation and Implementation – St John Bosco’s School Learning and Teaching Program

St John Bosco’s implements the Victorian curriculum as set out in the VRQA standards. This curriculum is fully implemented at SJB by teaching, assessing and reporting on student achievement, using the content and achiever standards as set out in the Victorian Curriculum.

We provide a differentiated and progressive curriculum, allowing each child the opportunity to develop to his/her full potential.

Children are exposed to a broad range of learning experiences and are encouraged to take responsibility for their learning.

Personalising Learning by:

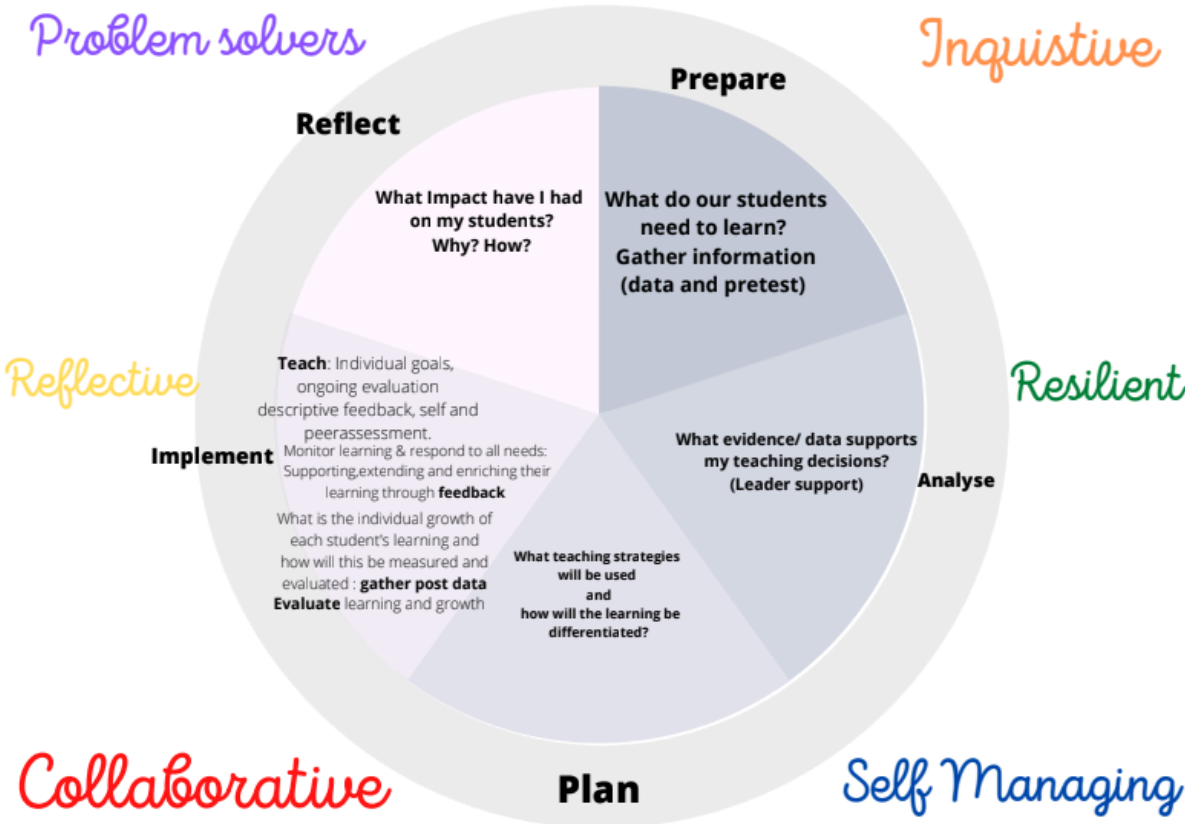
Inquiry Approach to learning

Discovery Based Inquiry (Prep - Year 1)

Focused teaching according to the children’s needs based on thorough testing

Contemporary learning and teaching strategies

SJB Learning and Teaching Cycle



Responsible director	Director, Learning and Regional Services
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Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Director, Learning and Regional Services
Approval date	November 2022
Risk rating	High
Date of next review	November 2024

POLICY DATABASE INFORMATION	
Related documents	
Superseded documents	School Curriculum Plan Overview – v1.0 – 2021
New policy	