

TRINITY CATHOLIC PRIMARY SCHOOL

Part 3: Curriculum and Student Learning

Policy: Curriculum Framework



Gospel Values

At Trinity Catholic Primary School, we strive to promote the Gospel values of: fairness, equal rights, dignity, responsibility and faith, hope & love.

Standard

Trinity Primary School must have a curriculum framework in place for the organisation and implementation of the school's curriculum and teaching practices, ensuring all learning areas are substantially addressed.

Purpose

At Trinity Catholic Primary School we are committed to providing an education that develops the whole person. Trinity Catholic Primary School provides a comprehensive curriculum that caters for the individual needs of students. We encourage all students to achieve excellence in all their endeavours. To achieve this, the school provides learning and teaching opportunities that deliver a comprehensive, differentiated and inclusive curriculum.

Guidelines

At Trinity Catholic Primary School we:

- Recognise and respond to diverse student needs when developing curriculum programs and curriculum plans.
- Comply with DEECD guidelines about the length of student instruction time required in Victorian schools.
- Offer a broad range of learning opportunities and programs to meet the needs of students. The Victorian Curriculum and Religious Education Curriculum – *To Live In Christ Jesus*, will be implemented from Foundation level to Year 6 level. Where applicable, The EAL Developmental Curriculum and ABLES (Abilities Based Learning and Education Support) Curriculum assessment and reporting tool will be utilised as a resource to document student learning progression.
- Design programs to enhance effective learning and promote ownership of learning.

Curriculum Support

Trinity Catholic Primary school will:

- Enact the goals of the Melbourne Declaration by providing a variety of curricular programs that address the specific needs of students in relation to gender, ethnicity, special learning needs, disabilities and impairments, giftedness and language backgrounds other than English (EAL).
- Identify and cater for the different needs of students when developing Curriculum Plans.
- Audit Curriculum Plans to ensure they are aligned with The Victorian Curriculum and VCAA requirements, Religious Education Curriculum – *To Live In Christ Jesus*, EAL Developmental Curriculum and ABLES Curriculum. The Curriculum Audits ensure learning outcomes and achievement standards are being addressed.
- Integrate the use of DT (Digital Technologies) across the curriculum to support learning and teaching outcomes.
- Track student data and monitor student performance using the school's Data Room, Essential Numeracy and the SPA (Student Performance Analyser) Program. Data sets include, but are not limited to NAPLAN, PAT Reading, PAT Mathematics, BAS Running Records, MAI, The Victorian Curriculum Learning Outcomes teacher judgement, Religious Education Curriculum – *To Live In Christ Jesus* Learning Outcomes teacher judgement.
- Engage teaching staff in Professional Learning Team Meetings focussing on analysing student data, growth, learning and teaching strategies to improve learning outcomes for all students.

- Inform parents and guardians on their child's progress through family conferences at the beginning of the school year (Term 1) and at the beginning of Term 3. Student Digital Portfolios (Hapara) will be used in

conjunction with nForma reports to provide evidence and ownership of student learning against The Victorian Curriculum achievement standards, Religious Curriculum – *To Live In Christ Jesus* achievement standards and, where applicable, EAL Developmental Continuum and ABLES Curriculum. Student Digital Portfolio work will include learning intentions, success criteria, feedback, teacher and student comments.

Curriculum Plan – including time allocations

The curriculum is based on The Victorian Curriculum, Religious Education Curriculum – *To Live In Christ Jesus* and, where applicable, the EAL Developmental Curriculum and ABLES Curriculum.

The timetable is structured on a weekly basis and will provide dedicated time to Religious Education, English, Mathematics and Science. Other Learning Areas include The Humanities, The Arts, Health and Physical Education, LOTE, Technologies and Capabilities. The following table indicates an approximate weekly time allocation for each of the Learning Areas.

Teachers are allocated time to plan together as a level each week. Planning is structured around Victorian Curriculum levels and organised through the following layers:

- By School;
- By Curriculum Area; and
- By Unit / Lesson

Link

1. Curriculum Planning

<https://drive.google.com/drive/folders/1gR65NgXbZs9ombaOU8Hqs6BV5laCHXbn>

2. Class Timetables and Work Programs

<https://drive.google.com/drive/folders/13iPjQ6dJ4SKhkQl-5tL2lw86zq73cJwy>

3. Meetings

<https://drive.google.com/drive/folders/1t830sahZ-P5RFWQeU-ibLH4XhsV1nwfd>

Curriculum and teaching practices are reviewed during Professional Learning Team Meetings, Planning Meetings, Staff Meetings and Lesson Observation Feedback sessions.

Time Allocations - The Victorian Curriculum - Learning Areas, Capabilities and Achievement Standards

Learning Area Achievement Standard	Pre Foundation	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Religious Education Curriculum	A B C D	2	2	2	2 ½	2 ½	2 ½	2 ½
English	A B C D	10 ¼	10 ¼	10 ¼	8 ½	8 ½	8 ½	8 ½
Mathematics	A B C D	7	7	7	6 ¼	6 ¼	5 ¼	5 ¼
The Arts – Dance	A B C D	Performing Arts Per Term	Performing Arts Per Term	Performing Arts Per Term	Performing Arts Per Term	Performing Arts Per Term	Performing Arts Per Term	Performing Arts Per Term
The Arts – Drama	A B C D							
The Arts – Music	A B C D		Term 2	Term 2	Term 2	Term 3	Term 3	Term 4
The Arts – Media Arts	A B C D	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
The Arts – Visual Arts	A B C D	1	1	1	1	1	1	1
The Arts – Visual Communication Design	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health and Physical Education	A B C D	1	1	1	1	1	1	1
The Humanities – Learning Areas may be taught as a focus in a term and/or with other Learning Areas eg: Maths in conjunction with Economics & Business								
The Humanities – Civics and Citizenship	N/A	N/A	N/A	N/A	1	1	1	1
The Humanities – Economics and Business	N/A	N/A	N/A	N/A	N/A	N/A	1	1
The Humanities – Geography	A B C D	½	½	1	1	1	1	1
The Humanities – History	A B C D	½	½	1	1	1	1	1
Languages: LOTE - Italian	N/A	¾	¾	¾	¾	¾	¾	¾
Science	A B C D	1	1	1	1	1	1	1
Technologies – Design and Technologies	A B C D	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
Technologies – Digital Technologies	A B C D	1	1	1	1	1	1	1
Capability Achievement Standard	Pre Foundation	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Personal and Social Capability	A B C D	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
Critical and Creative Thinking	A B C D	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
Ethical Capability	N/A	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
Intercultural Capability	N/A	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
Approximate TOTAL Hours per week		25	25	25	25	25	25	25

Ratification

This policy was ratified by the staff of Trinity Catholic Primary School in 2019 and will be reviewed on an annual basis or when the need arises.