

Nazareth Catholic Primary School

Curriculum Plan



Nazareth 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

As a Catholic Community, we journey together to become lifelong learners.

We value ourselves, our relationships with others and the world around us.

Mission

To create a welcoming Catholic Community where Gospel values are lived.

To foster a supportive learning environment that values the common good.

To provide a contemporary innovative curriculum.

Accredited Curriculum Overview

Foundation to Year 10

The Victorian Curriculum F–10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–10 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–10 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.

The Nazareth Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 and/or senior secondary curriculum and principles of curriculum from the *Horizons of Hope* education framework. This curriculum plan ensures excellent holistic education, centred on the students and engaging them in authentic, purposeful learning.

Scope

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

At Nazareth Catholic Primary 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.

Curriculum Content

Nazareth Catholic Primary 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 Nazareth 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:

- Nazareth School Religious Education Concept Scope and Sequence: Religious Education Curriculum Framework Document
- Nazareth School policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy.

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 use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, Nazareth 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 10

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 10

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 & Creative Thinking
- Ethical
- Intercultural
- Personal & 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.

Nazareth School will implement the curriculum plan by:

Religious Dimension

Learning in faith at Nazareth Catholic Primary School is an encounter that reveals a dialogical, relational and optimistic pedagogy – one that opens up horizons of hope for the future for the individual learner, their school, the Church and the wider community. Teachers interpret Religious Education curriculum to ensure learning entitlement and provide learners with experiences which focus on encounter and dialogue

Safe, Positive and Enabling Learning Environments

At Nazareth Catholic Primary School, we seek to provide students with opportunities to learn within a range of environments. Teachers actively engage students in the natural environment, promoting a sense of discovery and wonder. Students are encouraged to explore the digital environment through the use of a range of technology and devices. The classroom environment is designed in a manner which promotes student voice, collaboration and flexibility which provides supportive resources for engaging in learning. Teachers plan student wellbeing and behaviour initiatives and explicitly teach personal and social capabilities.

Powerful Teaching

Nazareth Catholic Primary school aims to build a learning and teaching model that is contemporary and linked to evidence based practices 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 growth of student outcomes.

Assessment and Monitoring of Progress

Nazareth Catholic Primary School sees all students as capable and believes in the power of inviting students to be leaders of their own learning. Students lead learning conversations that focus on sharing learning strengths, growth and future learning goals. Teachers work collaboratively with students to reflect on their learning and provide feedback related to academic, social and spiritual growth. Nazareth Catholic Primary school draws on a range of extensive assessment tools to gather information about the learner and to develop a learning narrative while also helping to inform practice.


Twice a year, students, parents and families will be provided with school reports which outline achievement and growth in all dimensions of learning.

Community


Curriculum for all learners is formed on a partnership between the school, parents, families, The Parish and wider community. School staff have a professional knowledge and skill set that complement parents' knowledge of their child and strive to work together to build a faith-based platform for each child to become a lifelong learner. Across the community, we aim for staff and families to feel known and valued. Diversity is considered integral to the identity of the community and trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity

Scope and Sequence – Nazareth Catholic Primary School Learning and Teaching Program

Learning scope and sequences are available below:

 Nazareth Parish Schools RE Curriculum Map.pdf

 Discovery Curriculum Scope & Sequence

 Literacy Curriculum Scope & Sequence

 Mathematics Curriculum Scope & Sequence

School Policies

- Assessment and Reporting Policy
- Assessment and Reporting Procedures
- Requirements for Curriculum Provision Assessment and Reporting

Evaluation

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

Date: April 2022

Next review: April 2025