



CURRICULUM POLICY

St Roch's Parish Primary School

SCHOOL CURRICULUM PLANNING

St Roch's provides a comprehensive curriculum with a strong focus on literacy and numeracy and integrated inquiry learning which addresses the curriculum areas of Religious Education (RE), Science, The Humanities (History, Geography, Civics and Citizenship, Economics and Business), Technologies (Design Technology), Visual Arts and Health. These curriculum areas are integrated with the English and Mathematics programs so that students have a context through which they develop their literacy and numeracy skills. Curriculum content is considered within the context of the Catholic teaching and traditions and the focus is on deep learning rather than surface knowledge.

Religious Education is at the centre of both the formal and informal curriculum at St Roch's. Our Vision Statement: '*St Roch's is a nurturing, socially just community. We inspire a passion for learning and excellence and we are a living testament to our Catholic story*' is visible within our culture and active sacramental and liturgical practices. We believe in a whole-school approach to planning for rich student learning in Religious Education using the Pedagogy of Encounter process. This process invites dialogue, deep thinking and engagement with the Catholic story. Working alongside the Inquiry Planning Cycle, Religious Education includes planning as a whole school, level Planning and Facilitated Planning with the Religious Education Leader using an interactive [Religious Education Planner](#). Refer also to [Religious Dimensions Policy](#).

The Victorian Curriculum forms the basis of the St Roch's curriculum plan. The school's two year [Learning and Teaching Plan](#) outlines the key conceptual understandings and content to be developed as throughlines across the school in a two year period. Each term is dedicated to developing one key concept from Prep to Year 6 and aligning this with curriculum content, school values, Religious Education and school/community events. The school curriculum plan is reviewed towards the end of the two year period and a new plan developed. Each two year plan aims to provide a balance of curriculum content and is designed to provide sequential and developmental learning experiences for students as they move through the school.

Refer to [Two Year Learning and Teaching Plan](#).

LEARNING DOMAINS

The St Roch's two year Learning and Teaching plans include a balance of all eight essential learning domains set out in the Victorian Curriculum:

ENGLISH (refer to [Policy](#))

MATHEMATICS (see [Policy](#))

SCIENCE

At St Roch's the Science program aims to develop:

- an interest in expanding students' curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the nature of living things, of the Earth and its place in the universe, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence based conclusions
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences.

The Humanities (including History, Geography, Economics and Business, Civics and Citizenship)

In **History** students at St Roch's develop an interest in and enjoyment of historical study, and a knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society. They also develop an understanding and use of historical concepts and skills, and the capacity to undertake historical inquiry.

In **Geography** students develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world, and a deep geographical knowledge of their own locality, Australia, the Asia region and the world and the ability to think geographically and use geographical concepts.

In **Economics and Business** and **Civics and Citizenship** at St Roch's, students explore the legal and economic systems that shape society. Students are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

THE ARTS

Dance, Drama and Music (Performing Arts) is taught by a specialist teacher in weekly scheduled lessons. At St Roch's, the aim of the Performing Arts program is for students:

- to experience and gain an appreciation of many genres of music
- to learn about the elements of dance and to learn and create their own movement pieces
- to work collaboratively to create and perform drama.

Drama classes enable the students to express themselves through words, gestures and body language and teach them confidence to perform their own and others' pieces of work for an audience. Students also learn how beat, rhythm, dynamics and pitch are used in different genres of music. Students experience and create music by learning to play tuned and untuned percussion instruments, creating music that reflects a theme or emotion and producing sound effects to complement their drama performances. They can experience the joy of singing in large groups. In dance sessions, the students have the opportunity to work with choreographers and to create dances of their own. Every second year, St Roch's students participate in a school production where they are given an opportunity to express themselves creatively and perform before the school community.

In **Visual Arts** teachers aim to develop:

- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating
- a knowledge and understanding of visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts language, theories and practices to apply judgment
- respect for and acknowledgement of the traditions, histories and cultures of various artists.

Visual Arts is taught by the classroom teacher with connections made to inquiry learning where possible. Students create a range of art pieces for the St Roch's Art Exhibition held every second year.

LANGUAGES - ITALIAN

At St Roch's, the aim of the **Italian Language** program is for students:

- to learn simple conversational Italian language
- to learn to use functional Italian language linked to other curriculum content
- to learn about Italian culture.

Italian lessons are scheduled weekly for six months of the year at each year level. The Italian language is taught explicitly as well as being integrated with learning about curriculum content. For example, students learn to say greetings, colours, numbers, days of the week etc. in Italian, but would also learn the Italian language associated with learning about the growth of plants in a Biological Science unit about living things.

HEALTH AND PHYSICAL EDUCATION

The **Health** program at St Roch's aims to ensure students develop:

- the knowledge, understanding and skills to strengthen their sense of self, and to build and manage satisfying relationships.
- the ability to be resilient, and to make decisions and take actions to promote their health, safety and wellbeing.
- an understanding of the influences on their own and others' health, safety and wellbeing as they mature.
- the ability to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.
- (refer to [Wellbeing Policy](#))

PHYSICAL EDUCATION (PE)

A specialist teacher is employed to teach Physical Education to all classes from Prep to Year 6 and Senior Sport. Each class has a 60 minute session of timetabled Physical Education each week. Students in Prep to Year 1 also participate in a Perceptual Motor Program(PMP) throughout the year. Students in Prep to Year 4 complete a 'Learn To Swim' program for two weeks. Students in Year 5 and 6 participate in Outdoor Water Safety and 'Learn to Ride' Bike programs. In Years 4- 6 students are also timetabled for an additional 1.5 hours a week of sport which includes participation in the Interschool Sports of Athletics, Cross Country Running and Swimming. This may lead to competition at district, regional or state levels.

At St Roch's, the aims of the Physical Education program are:

- to provide opportunities for all students to experience success in learning PE/Sport skills
- to encourage full participation by students of all abilities
- to focus on the mastery of the fundamental motor skills, with the added element of game sense for older students (Year 3-6).
- to engender a commitment to regular physical activity and develop an understanding of the positive effect it has on our health and well-being.
- to keep the learning environment and use of equipment safe for students of all abilities.
- Refer to PE policy at T Drive/Staff/Common/Policies/PE Policy

TECHNOLOGY

Digital Technologies are integrated across the curriculum in all learning areas to support the enhancement of teaching and learning outcomes throughout the year. Time is dedicated to building students' skills in the use of digital technology as required. The Digital Technologies Leader provides support with teacher planning and in classroom modelling of skills and strategies in the use of digital technologies to support other learning areas (refer to [ICT and Digital Citizenship Statement](#)).

In **Design and Technologies** St Roch's aims to support students to:

- become critical users of technologies, and designers and producers of designed solutions
- investigate, generate and critique designed solutions for sustainable futures
- use design processes to generate innovative and ethical design ideas, and communicate these to a range of audiences
- creatively select and safely manipulate a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technology occupations, and how they contribute to society.

OTHER PROGRAMS

At St Roch's we believe in the full flourishing of every student. Opportunities are provided to support and challenge students in all learning areas. Students who have strong skills and interest in writing are supported by **Writing Enrichment** activities in Years 3 to 6. Students who excel in English Writing and Mathematics are also offered the opportunity to participate in the International Competitions and Assessments for Schools (ICAS) organised by the University of New South Wales. Students across the school who need extra support in reading and writing are supported by a range of English and Mathematics Intervention programs. Refer to [Learning Diversity Statement](#).

In Year 5 students complete the **Michael Grose Leadership Program** to develop skills in preparation for undertaking school leadership roles in Year 6. Year 6 students participate in the City of Stonnington **Transition to Secondary School Program** to support them with the changes associated with moving to secondary school. **Tournament of Minds (TOM)** is another program offered to students in Years 5 and 6 to provide them with further opportunities for developing critical and creative thinking skills and collaboration. It is offered on a voluntary basis to students who need further challenging in their thinking skills or students who have a particular area of interest. The Spontaneous Challenges from TOM are used with the whole class to develop critical and creative thinking.

CAPABILITIES

The four Victorian Curriculum Capabilities are taught explicitly from Years 1- 6 and are developed through the content learning areas. For students in Prep, the focus is on developing students' Personal and Social Capabilities. Skills in the other Capabilities are introduced to Prep students but are not assessed.

Rationale for developing the Capabilities

Critical and Creative Thinking – Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Ethical Capability – The Ethical Capability explores what it means for both an individual and a society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be.

Intercultural Capability – The Intercultural Capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Personal and Social Capability – The Personal and Social Capability involves students in learning to recognise and regulate emotions, to develop empathy for others and understand relationships, to establish and build a framework for positive relationships, to work effectively in teams, to develop leadership skills and to handle challenging situations constructively.

The aims of teaching Capabilities are to:

- develop an understanding of thinking processes and an ability to manage and apply these intentionally.
- engage with the challenges of managing ethical decision-making and action for individuals and groups and to be able to cultivate open-mindedness
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.
- recognise, understand and regulate the expression of emotions.

Implementation

The Capabilities are a set of skills and discrete knowledge that are taught explicitly, in and through the Victorian Curriculum Learning Areas. Teachers at St Roch's plan for development of the Capabilities alongside development of knowledge and understandings in other curriculum areas in a split-screen method, i.e. while students may be learning content in Science, learning experiences may be designed to also develop students' critical and creative thinking or ethical capabilities about the Science content. Ethical Capabilities are further developed through learning about Catholic Social Teaching in RE and through Circle Time (refer to [Wellbeing Policy](#)).

Development of the Capabilities is planned explicitly and targeted descriptors and/or achievement standards for each level are recorded on Integrated Inquiry unit planners at the beginning of each term. Personal and Social Capabilities are taught and monitored throughout the year, whilst Ethical Capabilities, Critical and Creative Thinking and Intercultural Capabilities are developed alongside appropriate curriculum content at different times of the year.

Cross-curriculum Priorities

Learning about the cross-curriculum priorities of **Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia**, and **Sustainability** is embedded across the key learning areas and integrated with content taught within inquiry units where meaningful and relevant. These priorities provide national, regional and global perspectives and give students the knowledge and skills to engage with and better understand their world.

Assessment

Teachers are required to collect evidence of student learning in the following areas:

- Religious education (P-6)
- Science (Years 1-6)
- Health (P-6)
- History (Years 1-6)
- Geography (Years 1-6)
- Civics & Citizenship (Years 3-6)
- Economics & Business (Years 5-6)
- The Arts (P-6)
- Technologies (Years 1-6)
- Personal & Social Capability (P-6)
- Ethical, Critical & Creative Thinking & Intercultural Capabilities (Years 1-6).

Assessment takes many forms including:

- Skills checklists
- Anecdotal notes and observations
- Rubrics
- Samples of work
- Pre and post unit assessments
- Reflection journals
- Performances of understanding *e.g. video, drama, art, writing, oral presentations, diagram, construction*
- Student self-assessment
- Rich assessment tasks
- Written/online tests
- Student surveys.

Reporting

As per the Victorian Curriculum Guidelines for Reporting, English, Mathematics and Science are reported on annually at St Roch's, whilst other content areas are reported on once every two years. The Capabilities are reported on annually (refer to [Assessment and Reporting Policy](#)).

St Roch's offers a rich and comprehensive school curriculum. It adheres to the requirements of the Victorian Curriculum while responding to the needs and interests of each student in a complex and changing world.

EVALUATION

This policy will be reviewed with staff, student, parent and community input as part of the school's three year review cycle.

LINKS TO OTHER ST ROCH'S POLICIES

[English Policy](#)

[Mathematics Policy](#)

[Wellbeing Policy](#)

[ICT and Digital Citizenship Statement](#)

[Assessment and Reporting Policy](#)

Staff Members Involved: Marian Nicolazzo, Leadership Team & Staff

Date of Ratification: July 2019

Date of Review: July 2022

All students attending St Roch's Parish Primary School have the right to feel safe.

The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.