

Mary Immaculate Primary School

Curriculum Plan Overview



Mary Immaculate 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

A dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners.

(excellence, integrity, inclusiveness, respect)

Mission

To provide the conditions that enable the full flourishing of all students as they become successful life-long learners, confident and creative individuals, and active and informed members of the community.

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 Mary Immaculate Primary School Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 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 Mary Immaculate Primary School.

At Mary Immaculate Primary 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

Mary Immaculate 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 Mary Immaculate Primary 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:

- Mary Immaculate Primary School’s Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- Mary Immaculate Primary School’s 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, Mary Immaculate Primary 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. 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 – Italian	45 minutes weekly
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 15 minutes weekly
The Arts	1 hour 30 minutes 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 45 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.

Mary Immaculate Primary School will implement the curriculum plan by:

- 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.
- To meet the diverse learning needs of our students, the content, underlying philosophy and education goals of the Victorian Curriculum and the 'Foundation Statements' of the 'Horizons of Hope' (Catholic Education Melbourne), form the basis of our planning, teaching, monitoring of student progress, and the assessing and reporting on the learning achievements of each student.
- The students will be supported to develop a Growth Mindset and to be animated learners, as they develop positive learning dispositions through the Habits of Mind which will enable them to be better thinkers and be able to respond appropriately to challenges. This involves actions such as taking responsibility for self and others, being effective thinkers, embracing and managing challenges, persevering and taking risks, being problem solvers and finders, being creative, curious and open-minded, welcoming feedback and setting learning, behavioural and social goals. The students will continue to reflect on their learning within the context of our School Values.

Evaluation

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

School Policies

- Assessment and Reporting Policy
- English Policy
- Mathematics Policy
- Religious Education Policy
- Student Wellbeing Policy
- The Arts Statement
- Capabilities Statement
- Health and Physical Education Statement
- Home Learning Statement
- Humanities Statement
- Integrated Curriculum Statement
- Languages – Italian Statement

- Learning Diversity Statement
- Philosophical Statement
- Library Statement
- Science Statement
- Student Files Statement
- Student Wellbeing Policy
- Swimming Instruction and Water Safety Policy
- Technologies Statement
- Work Programs Statement

Scope and Sequence – Mary Immaculate Primary School Learning and Teaching Program

2022	Term 1	Term 2	Term 3	Term 4
Concept:	Belonging	Wellbeing	Sustainability	Change
Prep	'Me and My School' - Health, Personal and Social Capability	'My Body Matters' - Health, Personal and Social Capability	'Caring for our Wonderful World' - Geography, (Science), Religion	'Memories of Me' - History, Intercultural Capability
Year 1/2	'All in this Together' - Health, Personal and Social Capability	Year 1: 'Ready, Steady, Go' Year 2: 'All Systems Go' - Health, Personal and Social Capability	'Tip Toe Through the World' - Geography, Ethical Capability	Year 1: 'Then and Now' Year 2: 'Celebrating Our History' - History, Intercultural Capability
Year 3/4	'All in this Together' - Health, Personal and Social Capability, Civics & Citizenship	'Healthy Body, Healthy Mind' - Health, Personal and Social Capability	'Habitat Heroes' - Geography, Ethical Capability, (Science as Human Endeavour)	'A Whole New World' - History, Intercultural Capability
Year 5/6	'Squad Goals' Health, Personal and Social Capability	'Discovering Democracy' - Civics & Citizenship, History, Intercultural Capability	'Think Global, Act Local' - Geography, Ethical Capability	Annual Mission Fair – beginning of Term 4 - Religion 'Legacy' Personal and Social Capability, Civics & Citizenship

2023	Term 1	Term 2	Term 3	Term 4
Concept:	Community	Connections	Collaboration	Celebrations
Prep	Me and My School - Health, Personal and Social Capability	'Caring for our Wonderful World' - Geography, Science, Religion	'My Body Matters' - Health, Personal and Social Capability	'Memories of Me' - History, Intercultural Capability
Year 1/2	'We Belong' - Health, Personal and Social Capability	'Our Island Home' - Geography	'All in this Together' - Health, Design Technology	'Let's Celebrate!' - History, Intercultural capability
Year 3	'We Belong' Health, Personal and Social Capability, Civics and Citizenship	'We Are Australians' - Geography, History	'Stop, Collaborate & Listen!' - Health, Design Technology, Digital Technology, Critical & Creative Capability	'Let's Celebrate!' - History, Intercultural capability
Year 4/5/6	'Squad Goals' Health, Personal and Social Capability	Year 4: 'Great Journeys' Years 5/6: 'Eureka – Gold!' - Geography, History	'Nature to Nourish' - Health, Design Technology, Digital Technology, Critical & Creative Capability	Annual Mission Fair – beginning of Term 4 - Religion 'Legacy' - Personal and Social Capability, Civics & Citizenship

Responsible director	Director, Learning and Regional Services
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	