



St Charles Borromeo 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

Mission

We see, we hear, we act. We embrace with open hearts.

Vision

Inspired by the life of Jesus, we at St Charles Borromeo aspire to be loving, respectful and inclusive of all through our learning and faith community.

Values

Love, respect, inclusion.

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.

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at St Charles Borromeo.

At St Charles Borromeo, 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 Charles Borromeo 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 Charles Borromeo 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 Charles Borromeo Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Charles Borromeo 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 Charles Borromeo** 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 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 Charles Borromeo will implement the curriculum plan by;

- The use of “Collaborative Planning” where classroom teachers plan, assess and moderate regularly with an expert school leader.
- The use of Data Walls for Literacy, Maths and Student Wellbeing in order to make student progress visible.
- The school continued in its participation in the School Improvement Learning Collaborative lead by Dr Lyn Sharrat and Dr Simon Breakspear looking at implementing proven strategies that raise teacher capacity and student learning - particularly in the area of maths.
- Learning intervention for students experiencing difficulties and students who need extension in Literacy and Maths.
- An extension opportunity for students in the area of Mathematics was established by the school through its participation in the Maths Olympiad program.
- Use of Dr Lyn Sharatt’s contemporary theories and research related to the third teacher and introduced a whole school approach towards using Learning Walls, Bump it Up Walls and anchor charts in classes.
- Review of Student Progress was introduced as a regular standing item for each PLM St Charles Borromeo School
- Developing teachers capacity in the analysis and consistent use of data to inform planning e.g through writing moderation
- Student work samples moderated in and across year levels to ensure consistency in assessment, reporting, learning and teaching.
- Fountas and Pinnel Benchmark Assessment Systems (BAS) were introduced and used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments in years 3- 6.
- Developing teacher knowledge and capacity of the writing curriculum was developed through regular PLM meetings to identify the required skills at each level.

Evaluation

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

School Policies

- [English Policy](#)
- [Maths Policy](#)
- [Learning and Teaching Policy](#)

Scope and Sequence – St Charles Borromeo Learning and Teaching Program

Inquiry Based Learning Unit Topics		
	Yearly	2 Yr Cycle
F-2	English, Numeracy, Religious Education, Physical Education, The Arts, Personal & Social Capabilities	Health, Humanities (History, Geography), Science, Design & Technologies, Digital Technologies, Critical & Creative Thinking, Ethical Capabilities, Intercultural Capabilities, Languages
3 / 4	English, Numeracy, Physical Education, Science, Languages, The Arts	Health, Humanities (History, Geography, Civics & Citizenship), Design & Technologies, Digital Technologies, Critical & Creative Thinking, Ethical Capabilities, Intercultural Capabilities, Personal & Social Capabilities
5 / 6	English, Numeracy, Physical Education, Science, Language, The Arts	Health, Humanities (History, Geography, Civics & Citizenship), Design & Technologies, Digital Technologies, Critical & Creative Thinking, Ethical Capabilities, Intercultural Capabilities, Personal & Social Capabilities Added Economics & Business

Year A	Term 1 Learning About & Becoming Ourselves	Innovation	Story	Environment
Year B	Wellbeing	Community	Exploration	Digital Technologies ?

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	