

St Michael's School Ashburton 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

St Michael's School is a safe community of animated learners. Enlightened by faith in God.

Mission

St Michael's is a Catholic school where each of the following statements is considered of equal importance. In the context of Our Vision, each child is encouraged to develop:

- a sense of self-esteem, acceptance and resilience
- an awareness of the uniqueness and worth of each individual as gifted and loved by God
- an active participation in the life of the Faith community
- an enthusiasm for learning
- competence in all Key Learning Areas
- the ability to be creative, imaginative and open to change
- respect for self and others and
- responsibility for their own decisions and actions
- pastoral Care for all members of the school community is of prime importance
- reconciliation/Forgiveness is taught and practised so joy can be expressed and affirmation can be given
- children, parents and staff are nurtured in a faith environment so that they may grow in their relationship with God and each other
- each child learns in a physically safe and emotionally secure environment where they feel accepted and challenged to work to their own potential
- the individual needs and learning styles of each child is recognised and accommodated
- each staff member works cooperatively with compassion and sensitively as a part of a team, while striving for professionalism, excellence and personal growth
- we endeavour to recognise, respect, share and encourage the expertise and involvement of parents in the ongoing education of their children
- we strive to give recognition to the educational needs of the financially disadvantaged in our Parish and act as their advocates

Purpose

Through a distinctively Catholic lens, St Michael's commits to the full flourishing and animation of learners. Teachers will develop a growth mindset and build deep pedagogical knowledge and capacity. As active agents teachers will collaborate using data, research and evidence to ensure maximum

progress and growth for all. St Michael's will authentically engage our parents and forge strong partnerships establishing connected and innovative communities of life-worthy, hopeful and meaningful learning.

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 Michael's School Ashburton.

At St Michael's School Ashburton, 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 Michael's School Ashburton 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 Michael's School Ashburton 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 Michael’s School Ashburton Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Michael’s School Ashburton 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, St Michael’s School Ashburton 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 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	40 minutes per week
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	1 hours 30 minutes weekly
The Arts	1.6 hour weekly
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History 	3 hours and 30 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.

Science Technologies <ul style="list-style-type: none"> • Design and Technology • Digital Technologies 	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 Michael's School Ashburton will implement the curriculum plan.

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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](#)

[Religious Educational policy](#)

[Arts Policy](#)

[Science Policy](#)

[St Michael's Learning and Teaching Policy](#)

[Health and Physical Education Policy](#)

[LOTE Policy](#)

