# Curriculum Procedures Years F–6

## 1. Purpose

This procedure outlines the requirements for whole school curriculum planning, implementation and delivery in order to:

- Ensure Melbourne Archdiocese Catholic Schools Ltd (MACS) Schools meet all relevant regulatory and legislative requirements and provide evidence of documentation.
- Ensure that in meeting these requirements schools are faithful to the vision and purpose of the MACS 2030 strategic plan.

## 2. Scope

This procedure applies to all Year F–6 school leaders, teachers, and staff responsible at St. Monica's Primary School, Moonee Ponds for the planning, implementation and delivery of the whole school curriculum. This procedure provides guidance for delivering the Victorian Curriculum F–10 in order to meet the minimum standards for schools as set out in the *Education and Training Reform Act* 2006 (Vic) (ETR).

## 3. Learning and Teaching Program

The learning and teaching program at St. Monica's Primary School, Moonee Ponds is our whole school plan for delivering a common set of knowledge and skills in ways that best use local resources, expertise and contexts. Our learning and teaching program is guided by and aligns with the following documents and frameworks:

- Statement of Philosophy (as mandated by the Victorian Registration and Qualification Authority)
- Religious Education Curriculum for Melbourne Archdiocese Catholic Schools.
- Victorian Curriculum F–10
- MACS Curriculum, Assessment and Reporting Policy
- MACS Vision for Engagement (VFE)
- MACS Vision for Instruction (VFI)

Religious Education is central to our program, reflecting our Catholic identity and commitment as a MACS school.

## 4. School Commitment

At St. Monica's Primary School, Moonee Ponds, we implement the Victorian Curriculum to provide students with a comprehensive and cumulative educational experience from Foundation to Year 6, by substantially addressing the eight key learning areas, along with the four capabilities as set out in the Victorian Curriculum F–10, and the Religious Education Curriculum for Melbourne Archdiocese Catholic Schools.

Our learning and teaching program is designed to offer age-appropriate content, sequential learning, and interconnected aspects of content and skills to develop desired learning capabilities and outcomes.

# 5. Whole School Curriculum Plan

## 5.1. Overview

Our whole school curriculum plan focuses on covering all learning areas and capabilities. The weekly time allocations align with MACS recommendations (see section **5.2**) and represent average curriculum implementation over a two-year cycle. Additionally, multiple learning areas are often combined into a single unit rather than being taught as separate subjects.

**Foundation–Year 2**

- Substantial attention to Religious Education Curriculum Framework for Melbourne Archdiocese Catholic Schools.
- A structured teaching and learning program in English and Mathematics at each year level.
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability.
- A learning program that draws on the curriculum areas and capabilities of:
    - Humanities – History and Geography
    - A Languages program
    - Science
    - Technologies – Design and Technologies and Digital Technologies
    - Critical and Creative Thinking
    - Ethical Capability
    - Intercultural Capability.

**Years 3–6**

- Substantial attention to Religious Education Curriculum Framework for Melbourne Archdiocese Catholic Schools.
- A structured teaching and learning program in English, Mathematics and Science at each year level.
- Substantial attention to Health and Physical Education.
- A Languages program.
- A Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business.
- An Arts program that in Years 3–4 includes all five Arts disciplines and at Years 5–6 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts.
- A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies.
- A learning program that includes in each two-year band of schooling each of the capabilities: Critical and Creative Thinking, Ethical, Intercultural and Personal and Social Capability.

## 5.2. Time Allocation

The times below indicate the weekly proportion of curriculum time per learning area, based on MACS recommendations.

*Table 1 Recommended Hours Per Week*

Recommended hours are averaged over 12 months, noting that some subjects may be taught more intensively in a single semester.

| Learning Areas | Foundation–Year 2 | Years 3–6 |
|---|---|---|
| Religious Education | **2.5 hours** | **2.5 hours** |
| English | **10 hours** | **8 hours** |

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|---|---|---|
| Languages | **40 mins** | **40 mins** |
| Mathematics | **5 hours** | **5 hours** |
| Health & Physical Education | **1 hour + 40 mins** | **2 hours** |
| The Arts | **1 hour** | **1 hour** |
| The Humanities <ul><li>History (F–6)</li><li>Geography (F–6)</li><li>Civics & Citizenship (From Year 3)</li><li>Economics & Business (From Year 5)</li></ul> | **1.0 hour** | **1.5 hours** |
| Science | **1 hour** | **1.5 hours** |
| Technologies <ul><li>Design and Technologies</li><li>Digital Technologies</li></ul> | **1 hour** | **1 hour** |
| Morning roll call/admin/prayer | **50 mins** | **50 mins** |
| Afternoon roll call/admin/prayer | **10 mins** | **10 mins** |
| **Total** | **25** | **25** |

## 5.3. 1.2 Capabilities

The four capabilities of the Victorian Curriculum are *Critical and Creative Thinking, Ethical, Intercultural,* and *Personal and Social*.

In adherence to the VCAA expectations, our school will ensure that the knowledge and the skills defined in the Capabilities are explicitly taught, developed, practised and demonstrated by students through the key learning areas. This is documented in our unit planners.

## 6. Design and Implementation

St. Monica's Primary School, Moonee Ponds will implement the curriculum (whole school, year level and units/lessons), by developing:

## 6.1. A culture of learning

St. Monica's Primary School, Moonee Ponds has embedded the preferred system-wide approach to achieving teaching and learning excellence as outlined in the MACS Vision for Instruction. It is firmly grounded in the evidence of how students learn most effectively and efficiently, offering explicit guidance for MACS schools on instructional best practice. Teaching staff at St. Monica's, with the support of Curriculum and Diversity Leadership, engage in the deliberate planning of teaching and learning experiences that align with the current research.

Effective instruction has been shown to positively impact student outcomes and includes tasks and activities that build upon student prior learning, lessons that begin with teacher-guided instruction and

then a gradual shift to the student with modelling and guided practice. With the introduction of new content and skills, teachers are supported to follow this sequence:

**Explicit instruction:** Teachers fully explain the concepts and skills that students are required to learn. (Rosenshine 2012).

**Modelling:** Effective teachers break down what students need to learn into smaller learning outcomes and model each step so that students can see what is expected of them (Rosenshine 2012).

**Guided practice:** Teachers provide multiple opportunities for students to practise, and support is gradually removed as students develop understanding and can work more independently.

**Independent practice:** Once students have developed understanding, teachers ask students to complete tasks themselves while the teacher monitors and provides feedback.

We know and understand that instruction is most effective when it is interactive with frequent checks for understanding. Identifying where a student is in their learning by assessing what they know helps us choose the right starting place before introducing a new unit of work. Staff also know that regular rehearsing and reviewing of information creates stronger connections and makes prior learning more readily available for use.

Through professional learning opportunities, our staff will be supported to deepen their knowledge of the science of the brain, working memory and cognitive overload. We understand that working memory has limits. Students can only keep so much new information in their minds at once. Cognitive overload can occur when students try to process multiple pieces of new information or try to complete new tasks without prior instruction or scaffolding.

## 6.2. Planning practices and processes

At St. Monica's Primary School, Moonee Ponds, the curriculum is designed from whole school to year level planning and delivered through unit and/or individual teacher plans. This ensures that a cohesive and sequential curriculum is driving student learning and lifting student outcomes. Where practicable, these are created in a collaborative and supportive environment.

- Whole school curriculum plan
  - Mapping of all learning areas and capabilities across the school year
- Year level planning
  - term by term, week by week
  - units of work/lessons are designed in collaboration with the teaching team with the support of curriculum leaders
  - teachers plan to include formative and summative assessments

## 6.3. Scope and Sequence – St. Monica's Primary School Learning and Teaching Program

- Yearly Overview - a map of all units in each curriculum area across the year (some units are in a two year cycle)
- Term Overviews - curriculum is segmented into each term for each year level
- Weekly Planners - developed by teaching team in each year level
- Work Program - details daily plan for each individual class
- Specialist Learning areas are planned for individually and may include cross curricular learning

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## 6.4. Learning and Teaching Approaches

In developing the whole school plan St. Monica's Primary School has established processes for applying explicit teaching and intervention strategies guided by and aligned to the VFI and the VFE.

## 6.5. Multi-Tiered System of Supports (MTSS)

Student academic, behavioural, communication, engagement, health, and wellbeing needs at St. Monica's Primary School are interconnected and complementary facets of student learning. The MTSS is a systematic continuous improvement framework that utilises high-impact evidence-based pedagogical practices to ensure every student receives the appropriate level of support, instruction, and adjustments to be successful across the domains of learning, behaviour, and health and wellbeing.

Tier 1: Universal quality instruction for all Screening, assessment, and academic and pro-social supports (quality differentiated teaching practice) are provided to all students.

Tier 2: Targeted support Students requiring more explicit and targeted support are assessed using targeted assessments and are provided with evidence-based supports in addition to tier 1 support.

 Tier 3: Intensive support Specialised assessments and individualised, targeted intervention are provided to students requiring intensive support, in addition to tier 1 and tier 2 support.

The three-tier framework promotes support, services and intervention for students, at increasing levels of intensity, based on progress monitoring and data analysis. Interventions occur across all tiers and in all domains. The three tiers are not discrete and separate, but interconnected (symbiotic), and are offered with the required intensity and frequency to support the needs of all students, whether below year level, at year level, or above year level, and regardless of complex learning needs. Under the MTSS, every student is inspired and enabled to flourish and enrich the world within a pedagogical framework for excellence, where all students are supported to progress to the level of which they are capable and participate on the same basis as others.

## 6.6. Professional Learning

The school supports teachers to maintain their professional development hours in alignment with the Victorian Institute of Teaching (VIT) expectations. Teachers are responsible for maintaining their professional development records.

Staff are provided with school-based opportunities to participate in ongoing professional learning at PLC meetings, staff meetings and pupil free days. Staff regularly attend professional development opportunities offered through MACS including attendance at regional and zoned network meetings. Training offered through external providers is also considered and the school supports staff who engage in further study.

## 6.7. Curriculum Review

The curriculum at St. Monica's Primary School, Moonee Ponds is continually reviewed in order to meet the students' learning needs and legislated and system requirements.

## 6.8. Use of emerging technologies

When using emerging technologies (such as artificial intelligence, virtual reality, or adaptive learning platforms) to generate ideas, enrich and scaffold the curriculum, St. Monica's Primary School, Moonee Ponds will use tools that offer Enterprise Data Protection. This includes *Elastik* which is used for the purpose of supporting Writing moderation.

# 7. Related policies and documents

All curriculum content is developed using the following documents and frameworks:

**Supporting documents**
- Assessment and Reporting Procedure
- Revised Advice to teachers on the use of AI

**Related MACS policies and documents**

Curriculum, Assessment and Reporting Policy
MACS 2030
MACS Vision for Instruction
MACS Vision for Engagement
Religious Education Curriculum for Melbourne Archdiocese Catholic Schools.

**Resources (external to MACS)**

VCAA webpages
Victorian Curriculum F–10 Home - Victorian Curriculum F–10
Victorian Catholic Education Authority (VCEA). *Reporting Student Progress and Achievement guidelines*
VCAA. 2023, F–10 Revised Curriculum Planning and Reporting Guidelines

# 8. Legislation and standards

*Education and Training Reform Act* 2006 (Vic)

# Policy Information

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