



# Sacred Heart School Tatura Curriculum & Learning Plan



Sacred Heart School, Tatura operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Ltd). This curriculum plan is informed by the CES Ltd Curriculum and Learning Framework which is available at [www.shtatura.catholic.edu.au](http://www.shtatura.catholic.edu.au)

This curriculum plan for Sacred Heart School outlines how the curriculum is organized and delivered at the school. It also outlines how curriculum and teaching practices are reviewed across the school.

The following are the source documents for the development of curriculum, assessment and reporting within Sacred Heart School as provided by the Victorian Curriculum and Assessment Authority (VCAA):

- Victorian Curriculum F–10
- Revised *Source of Life – Religious Education* Curriculum

Our Curriculum Plan explains how the eight learning areas of the Victorian Curriculum F–10, or approved alternative curriculum framework are substantially addressed and how the curriculum will be organised and implemented.

## 1. Learning Areas

The eight key learning areas and four capabilities of the Victorian Curriculum F – 10 are substantially addressed in the school's curriculum:

| Key Learning Areas | Capabilities                   |
|--------------------|--------------------------------|
| English            | Critical and creative thinking |
| Mathematics        | Ethical                        |
| Science            | Intercultural                  |

|  |                     |
|--|---------------------|
| Humanities (Civics and Citizenship, Economics and Business, Geography, History)      | Personal and Social |
| The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design) |                     |
| Languages  |                     |
| Health and Physical Education  |                     |
| Technologies (Design and Technology and Digital Technology)                          |                     |

In addition, Religious Education will be taught across all year levels at Sacred Heart Tatura using the approved CES Ltd Religious Education curriculum – Source of Life 2020 and associated resources or at senior secondary the relevant VCAA study designs.

### Overview of the curriculum at the school

- Time allocation for explicit teaching for learning areas at different year levels
- Integrated learning programs

| Year Level            | Learning Area               | Time Allocation/Delivery per Term |
|-----------------------|-----------------------------|-----------------------------------|
| <b>Foundation</b>     | Religious Education         | 20 hours                          |
|                       | English                     | 100 hours                         |
|                       | Mathematics                 | 60 hours                          |
|                       | Health & Physical Education | 25 hours                          |
|                       | Humanities                  | 20 hours                          |
|                       | Languages                   | 10 hours                          |
|                       | The Arts                    | 10 hours                          |
|                       | Science                     | 5 hours                           |
|                       | Technologies                | Integrated across curriculum      |
| <b>Levels 1 and 2</b> | Religious Education         | 20 hours                          |
|                       | English                     | 100 hours                         |
|                       | Mathematics                 | 60 hours                          |
|                       | Health & Physical Education | 25 hours                          |
|                       | Humanities                  | 20 hours                          |

|                       |                             |                              |
|-----------------------|-----------------------------|------------------------------|
|                       | Languages                   | 10 hours                     |
|                       | The Arts                    | 10 hours                     |
|                       | Science                     | 5 hours                      |
|                       | Technologies                | Integrated across curriculum |
| <b>Levels 3 and 4</b> | Religious Education         | 25 hours                     |
|                       | English                     | 100 hours                    |
|                       | Mathematics                 | 50 hours                     |
|                       | Health & Physical Education | 30 hours                     |
|                       | Humanities                  | 20 hours                     |
|                       | Languages                   | 10 hours                     |
|                       | The Arts                    | 10 hours                     |
|                       | Science                     | 5 hours                      |
|                       | Technologies                | Integrated across curriculum |
| <b>Levels 5 and 6</b> | Religious Education         | 25 hours                     |
|                       | English                     | 100 hours                    |
|                       | Mathematics                 | 50 hours                     |
|                       | Health & Physical Education | 30 hours                     |
|                       | Humanities                  | 20 hours                     |
|                       | Languages                   | 10 hours                     |
|                       | The Arts                    | 10 hours                     |
|                       | Science                     | 5 hours                      |
|                       | Technologies                | Integrated across curriculum |

## 2. Pedagogical Approaches

### **Beliefs:**

Sacred Heart's philosophy reflects the distinctive needs of the learning community and aims to meet the needs of each individual student. The philosophy includes the principals of Spirituality, Personalisation, Authentic Inquiry, Community and Life Long Learners provide a framework to support, improve and enable learning and teaching to flourish in our school.

- 1. Spirituality** - Spirituality is based on trusting relationships with ourselves, others and God. It allows us to connect, reflect, respond and contemplate in an environment of integrity and empathy.

2. **Personalisation** - Through open and trusting relationships a deep knowledge of the individual learner is created. This knowledge is used to plan for and support each individual learner's needs. The diversity of each learner's interests, passions, learning, strength and challenges is acknowledged and embraced through contemporary learning and teaching practices. All individuals value themselves and their contribution to the learning community, and are given opportunities to share their gifts as a learner.
3. **Authentic Inquiry** - Authentic inquiry helps learners make sense of the world around them as they wonder, plan, research, explore, analyse create and reflect. This process is driven by passion and a curiosity to learn which is fostered through experiences that are relevant and meaningful to the learner.
4. **Community** - Positive relationships and teamwork involving our school, family, parish and wider communities form the foundations of Learning and Teaching at Sacred Heart. We are committed to building just, collaborative relationships through sharing responsibility between parents, staff, and students. We acknowledge and celebrate the diversity of our community, our interests, our strengths and challenges and believe that learning is a co-operative, social activity fostered through a welcoming, supportive and open environment.
5. **Life Long Learners** - Lifelong learning creates responsible flexible individuals and problem solvers. Lifelong learning requires individuals to be responsible, respectful, resilient and adaptable through effective problem solving, exploration and intrinsic motivation.

#### **Teaching Practice Review Process:**

At Sacred Heart School we are committed to reviewing our teaching practice individually by:

- Reflecting on our own teaching practice through the setting of goals according to the AITSL Standards for Teachers
- Engaging in professional discourse related to the Professional Knowledge, Professional Practice and Professional Engagement AITSL standards with the principal as part of the Annual Review Meeting program

At Sacred Heart School we are committed to reviewing our teaching practice in collaborative teams by:

- Engaging in weekly Team Planning meetings
- Engaging in weekly Professional Learning meetings linked to team and whole school focus areas

- Providing Planning Folders including weekly, unit and overview planning documents for review by the Learning and Teaching Leader throughout the year

### 3. Curriculum Planning and Review

#### **Aims:**

- To stimulate the engagement of each student, facilitating the development of understanding, skills and capabilities in order to help each one flourish as a person – COSSI
- To ensure that practices and decision-making processes related curriculum, learning and teaching, and academic growth are consistent with Sacred Heart's Vision and Graduate Outcomes. - COSSI

#### **Goal Setting and Review:**

At Sacred Heart School we are committed to :

- Providing students with the opportunity to set, target, review and evaluate learning goals which are communicated and further developed through Student Led Conferences
- Working in partnership with students and parents in identifying specific goals related to student learning and wellbeing, and providing clear opportunities for reviewing and modifying set goals eg. Personal Learning Plans through termly Parents Support Group meetings
- Setting school-wide Learning and Teaching goals and focus areas related to the outcomes of timely whole-staff data analysis processes

#### **Curriculum Overview:**

At Sacred Heart we are committed to providing a high quality education for our students by focussing strongly on English, Mathematics and Religious Education, complemented by specialist curriculum and other quality programs.

Our engaging curriculum is guided the Victorian Curriculum. The Victorian Curriculum F-10 sets out what every Victorian student should learn during their first eleven years of schooling. The Victorian Curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. We

use the Victorian Curriculum to plan student learning programs, assess student progress and report to parents.

Our Religious Education is based on the Source of Life core documents which have been set for all schools in the Sandhurst Diocese. In Religious Education we believe in and develop the knowledge that every child is important, valued and that all students have something special to contribute to life. Each child has the right to live happily and achieve fullness of life with God – and to grow and learn in a community where Christian values are taught and modelled daily.

The social and emotional wellbeing of all students is central to all that we do at Sacred Heart. Students develop a deep understanding of how to recognise, understand and manage a range of emotions and the importance of maintaining respectful relationships through the Resilience, Rights and Respectful Relationships program implemented at all year levels.

In addition to the eight learning areas, the four key capabilities of Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social permeate all areas of the curriculum. These key capabilities aim to foster the development of students who are critical and creative thinkers, confident and innovative, informed participants in their local and regional communities and who value their own culture and values, as well as those of others.

In English, the students focus on the three strands of Reading, Writing and Oral Language. This is done in a variety of ways, including planned small group and whole group learning tasks as well as individual and partner activities. Sacred Heart aims to cater for all students in their English journey in a supportive yet challenging environment.

In Mathematics, the students learn within three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. In order for the students to acquire the skills needed in Mathematics, our classes are structured so that both whole and focus group teaching processes form the basis of our daily learning and teaching practice. Skills are taught to target groups within the class so the learning needs of individual students are met.

Students at Sacred Heart engage in specialist Art, Music and Italian programs. The Health and Physical Education program offered at Sacred Heart incorporates both individual and team based learning and participation opportunities. Athletics, Cross Country, Winter Team

Sports and Swimming programs take place annually and classes participate in Health and Physical Education lessons individually and in units.

Learning in the area of Digital Technologies is applied across all curriculum areas and focusses on enabling students to confidently use digital platforms and applications to design, create and communicate intended outcomes. Students learn about and are expected to consistently apply safe, ethical and respectful communications when working with ICT.

Our Integrated Curriculum, comprising of The Humanities, Technology and Science, is based around the concept of Inquiry Learning. This process relies heavily on the students' own insights into what the topic is, and allows them to nominate what they want to learn about a given topic. Students progressively develop an understanding of thinking processes that enable them to be logical, strategic, flexible and adventurous thinkers.

## 4. Improving Student Learning Outcomes

### **Assessment Implementation:**

- See Sacred Heart Assessment Schedule for annual formative and summative assessment guidelines
- NAPLAN – Paper administration, centrally assessed
- F-2 Literacy – Paper administration, shared with CEOM electronically
- PAT Reading and Mathematics – Online administration, data collated on school google spreadsheet
- PAT Spelling – Paper administration - Online administration, data collated on school google spreadsheet
- ICAS – Online administration, centrally assessed

### **Data Collection and Analysis:**

At Sacred Heart School we are committed to :

- Assessing school and student performance accurately and comprehensively against Australian, State and Diocesan standards, and
- Improving student learning by accurately determining current performance as well as areas of future need and development.

At Sacred Heart School we are committed to:

- Engaging in ongoing systems of assessment outlined in the Assessment and

Reporting Policy

- Implementing individual testing programs outlined in the Assessment and Reporting Policy according to the relevant procedures and protocols
- Engaging in ongoing collaborative processes where formative data is analysed within Professional Learning Teams with the intention of directly informing learning and teaching practice
- Engaging in timely collaborative data analysis of summative data sets including NAPLAN, PAT and F-2 Literacy through whole-staff Professional Learning Community meetings

## 5. Assessment and Reporting

### **Aims:**

- To assess school and student performance accurately and comprehensively against Australian, State and Diocesan standards
- To improve student learning by accurately determining current performance as well as areas of future need and development

### **Beliefs:**

At Sacred Heart Tatura, we believe assessment is:

- A diagnostic approach using data to help us to clearly define the learning strengths and identify areas for future growth
- A continuous method of teacher / student / parent reflection and evaluation of academic, social, attitudinal and physical performance
- An ongoing process of assessing what each child can do across all areas of the Victorian Curriculum, which enables the teacher to effectively plan and provide activities that will assist in the development of the whole child
- A written record of the child's progress
- A means by which units of study, across all areas of the Victorian Curriculum, can be evaluated for strengths and weaknesses so that the school as a whole continually strives to implement best practice in Learning and Teaching
- A means of supporting and maintaining teacher accountability, through the documentation, analysis and actioning of student achievement data

At Sacred Heart Tatura, we believe reporting is:

- A means of fostering relationships between home and school
- A means of maintaining and developing the partnership in education through



effective communication and reporting to parents and students

- A commitment by teachers to accurately communicate a student’s progress in any given year, addressing all areas of development (academic, spiritual, physical, social and emotional)
- An ongoing process of shared responsibility which the enables in-depth reflection of learning behaviours, an evaluation of learning performance and future goal setting

**Assessment and Reporting Guidelines:**

- All school based academic assessment and reporting practices are aligned with the Victorian Curriculum
- Assessment practices are aligned with the Sacred Heart Assessment Schedule
- Reporting practices are aligned with relevant ministerial guidelines

**Reporting Implementation:**

- Written reports available to parents twice yearly (Term 2 and Term 4) electronically through PAM
- Written reports available in conjunction with the ongoing sharing of student work pieces through PAM
- Written reports reflect an accurate and objective assessment against the Victorian Curriculum for each subject studied
- Student Led Conferences twice yearly (Term 1 and Term 3)

**6. Related Documents and Resources**

[VCAA Revised F-10 Curriculum Planning and Reporting Guidelines](#)

[VCAA Curriculum Planning Resource](#)

[VCAA 2020 Administrative Handbook](#)

[GVRQA Guidelines to the Minimum Standards and Requirements for School Registration](#)

|  | Description of Revision(s) |
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| <b>Responsibility for Curriculum &amp; Learning Plan</b> | Sandhurst Catholic School Principals |
| <b>Approval Authority</b>                                | CES Ltd Board                        |
| <b>Approval date</b>                                     | October 2020                         |
| <b>Date of next review</b>                               | October 2021                         |