



St. Mary's Primary School, Mooroopna Curriculum & Learning Plan

This plan has been approved by the CES Ltd Board for application in each Sandhurst Catholic School and must be customised for use in each particular school in accordance with the instructions outlined in this framework. Sandhurst Catholic schools must use this document to develop school-based curriculum, assessment and reporting policies and procedures. Schools must also document the ways in which the review of curriculum and teaching practice occurs, and strategies developed and employed in the school for improving student learning outcomes.

St. Mary's Primary School 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 <https://www.smmooroopna.catholic.edu.au/>

This curriculum plan for St. Mary's Primary 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 St. Mary's Primary 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 St. Mary’s Primary School using the approved CES Ltd Religious Education curriculum – Source of Life 2020 and associated resources.

Overview of the curriculum at the school

At St. Mary’s Primary School, each unit is responsible for determining a weekly timetable. These timetables are organised with consideration to the following suggested allocations of time for key learning areas.

	Foundation/ Levels 1 & 2	Levels 3 & 4	Levels 5 & 6
ENGLISH	600	600	600
MATHEMATICS	300	300	300
Religious Education	120	150	150
Physical Education	120	120	120
Visual Arts	60	60	60
Languages - Italian	60	60	60
Performing Arts	60	60	60
The remaining time will be used for Inquiry Curriculum, incorporating all other key learning areas and capabilities from the Victorian Curriculum F-10. The use of ICT is embedded through all learning areas.			

The St. Mary's Primary School Curriculum Map further illustrates how all key learning areas and capabilities from the Victorian Curriculum F-10 are explicitly covered across the school. The curriculum map is based on a two year cycle, ensuring that the school adheres to all assessment and reporting requirements set forward by the VCAA. The [Curriculum Map](#) can be accessed via this link.

The school Inquiry Scope and Sequence also provides details on how the key learning areas are covered in our school curriculum. The [Inquiry Scope and Sequence](#) can be accessed via this link.

In respect to our large Indigenous student and community population, significant importance is placed on ensuring Aboriginal and Torres Strait Islander perspectives are integrated into learning opportunities at our school. This is further reflected in our Inquiry Scope and Sequence document.

2. Pedagogical Approaches

Our [Teaching and Learning policy](#) describes the foundation for teaching and learning at St. Mary's Primary School. It sets forth our school vision, mission and graduate outcomes, as well as our basic beliefs and aims in relation to teaching and learning in our school.

At St. Mary's Primary School, our educational philosophy is based on four key principles:

- Purposeful Learning
- Positive Relationships
- Realising Potential
- Building Wellbeing

These core principles are held in esteem by all teaching and support staff. They are forefront in our minds when we plan all learning opportunities and provide staff, students and families with practical, relevant strategies to follow so that our students can fulfill their call to 'let their light shine as living witnesses to the Gospel values'. Further information regarding our [educational philosophy](#) can be found on the school website.

At St. Mary's Primary School, we implement a team teaching approach. All of our classrooms have now been refurbished to allow comfortably for this. The team teaching approach involves classroom teachers working in collaboration with another to plan, teach, monitor student progress and manage students.

Our school uses the Kath Murdoch model for Inquiry Learning. We believe this approach best helps us to achieve our graduate outcomes and cover the curriculum content in the most positive and effective way for our students.

Learning at St Mary's has developed over the years towards a student-centred approach. Staff have passionately embraced the principles of differentiation across all areas of the school as a way of remaining focused on learning that is relevant to students and encouraging of their potential - regardless of their age or stage of personal and academic development. Our provisions for differentiated learning are based on 5 principles: classroom environment, high quality curriculum, respectful tasks, ongoing assessment and flexible groupings.

Literacy and numeracy support practices are available for students across our school. A range of one-to-one and small group learning opportunities are used for this, including Reading Recovery. These support programs are conducted by experienced teachers and/or Student Learning Officers (SLO).

For the past 5 years, teaching staff and leaders have made use of the Inquiry Mindset framework for school improvement (Helen Timperley). This has allowed us to regularly review our learning and teaching practices around a particular focus area, and in particular, to ensure our current practices are in line with current education research and findings into best practice.

3. Curriculum Planning and Review

The school's teaching and learning priorities and goals are outlined in the Curriculum Annual Action Plan, and to a broader extent, the three year School Improvement Plan. These documents are devised by the School Board and Leadership Team in response to a range of data sets (e.g. Parent Survey's, NAPLAN results, ACER testing results etc). They are then communicated to the wider school community.

In December each year, the St. Mary's teaching staff gather for a designated planning day for the coming year. On this day, learning and teaching priorities for the year ahead are communicated and teachers within a unit are given time to work together on further planning considerations and documentation, including a yearly overview. Units are to ensure they are using the school wide Curriculum Map to guide this yearly overview and any further planning.

All classroom teachers are released weekly to plan with their team teaching colleague. All teachers within a unit are also given a day or two each term to plan together. During these planning sessions, it is expected that teachers are completing weekly programs and unit overviews using the school templates provided. Units follow the same weekly program but teachers are expected to make adjustments for individual students as part of this.

Students with imputed or diagnosed disabilities or adjustments require an individualised learning plan (ILP). It is expected that these documents are regularly updated and referenced in the weekly program to ensure the best teaching and learning practices are being provided. This also assists with the required documentation for NCCD processes.

Specialist teachers plan, provide and implement programs for Physical Education and Visual Arts. Lessons for these learning areas are weekly. Each unit is responsible for covering Languages - Italian and Performing Arts (Music and Drama) on a weekly basis. We are currently in the process of creating a scope and sequence for Languages - Italian to help support teachers in their implementation of this.

4. Improving Student Learning Outcomes

At St. Mary's we have a range of formative and summative assessment methods that help provide us with data on student learning progress and achievement.

Each year, teachers conduct the required F-2 literacy assessment tasks with all students in years prep to two, as set by the CES schedule. Teachers are also encouraged to seek additional information by conducting non-scheduled assessment tasks with students who have achieved below the minimum standards in the previous assessment period. The F-2 literacy assessment data is a significant part of our school's system for monitoring student progress and collecting evidence of student learning to inform classroom practice. In addition to being used at the school level, the data from these literacy assessments is shared with the CES.

As a way of tracking student progress in reading, our staff utilise a school wide reading data wall. In this document, teachers are expected to record student data related to ongoing reading assessment tasks such as the Fountas and Pinnell Benchmark Assessment System, PM Benchmark, Lexile, Alpha Assess Text Level and running records.

In 2021, our school began using Essential Assessment, which is an online assessment and curriculum tool. Essential Assessment allows teachers to assess student learning in areas of literacy and numeracy. The data generated is then used by our teachers to plan and implement differentiated learning for our students. The tool allows teachers to monitor student progress in these areas over time.

In October/November each year, all of our students complete assessment tasks provided through the ACER platform. These include PAT Early Years Reading, PAT Early Years Maths, PAT-R Comprehension, PAT Maths and for students in years 2-6, PAT Spelling. The data generated by these assessment tasks is analysed at a whole school and unit level to identify teaching and learning priorities for the year ahead. Classroom teachers use the data to identify individual student growth, and furthermore, to identify individual learning needs.

The Year 3 and Year 5 students at our school sit the required NAPLAN Online tests each year. As a staff, we use the data provided from these assessments to help set priorities and actions for teaching and learning, as well as identifying any professional development that we might require in order to provide this.

Our teaching staff work together as part of Professional Learning Communities (PLC's). In the odd weeks of each term we meet as a whole school PLC and in the even weeks of each term we meet in smaller PLC's, representative of our teaching units (i.e. P/1/2 PLC, 3/4 PLC, 5/6 PLC). There are also times where different PLC's come together to work as one larger group (i.e. 3/4 and 5/6 PLC's together). The PLC meetings provide further opportunity for teachers to work collaboratively, with a focus on student learning. Much of the work we do in PLC meetings is evidence or data driven. We spend time analysing data to identify student learning needs and planning, implementing and evaluating teaching practices in response to these.

For the past several years, our school has used the Inquiry Mindset framework as a process for helping us improve student learning outcomes. We have undertaken two separate projects during this time. Our original project was focused on improving student learning outcomes in reading and our current project is focused on improving student learning outcomes in numeracy. The focus of these projects was determined from our analysis of student data sets, namely NAPLAN. A large part

of our Inquiry Mindset work involves professional learning and changes of practice for teachers, with the intention that these actions will then translate to improved outcomes for our students.

One significant improvement that our teachers have made as a result of our Inquiry Mindset work, is their practices around providing targeted teaching for students in reading. We use a process of 'assess - teach - track - adapt', whereby we analyse student data from the Fountas and Pinnell Benchmark Assessment System tests and use this to plan and implement guided reading sessions with students.

1. Assessment and Reporting

The school [Assessment and Reporting policy](#) can be accessed via this link.

Each year level has formative assessment tasks that they are required to complete at certain times of the school year. This is detailed in our school Assessment Schedule.

At St. Mary's Primary School, our formal reporting systems include written reports at the end of Semester 1 and Semester 2. These written reports are designed and generated using the SiMON online platform. Our [Curriculum Areas for Reporting](#) document combines with our Curriculum Map to ensure these written reports adhere to assessment and reporting guidelines set by the VCAA.

Our classroom teachers meet formally with each student every term to conduct Student Learning Meetings. In Terms 2 and 3 parents/carers also take part in these meetings. The Student Learning Meetings are focused around goal setting. Teachers use the 3 feedback questions to direct and structure the meetings - Where am I going? How am I going? Where to next?

Each term, teachers use the PAM function of the SiMON platform to share student work samples with parents/carers. These work samples can be further accompanied by teacher comments and/or assessment rubrics. Parents/carers then also have the opportunity to provide feedback to their child on their work.

2. 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)
--	----------------------------

Responsibility for Curriculum & Learning Plan	Sandhurst Catholic School Principals
Approval Authority	CES Ltd Board
Approval date	October 2020
Date of next review	October 2021