

# Our Lady of Fatima Curriculum Plan



Our Lady of Fatima 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), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

## Curriculum and learning policy

### Vision

Our Lady of Fatima is a community where the teachings of Jesus Christ are reflected and practised, where all children are empowered to develop to their full potential. Our curriculum aims to meet the challenges of a changing world both locally and globally.

We take our school motto “Dream, Believe, Achieve” along with our faith as our inspiration

### Mission

**Our Dream for each child and teacher is that they will:**

- Have a love and excitement for learning
- Assume responsibility for their decisions and actions
- Experience encouragement to be creative, imaginative and innovative
- Be confident risk takers with a sense of self belief
- Develop a positive sense of self worth and their own uniqueness
- Include parents as partners in the education journey

**We Believe that Our Lady of Fatima:**

- Is a community that works together living out Gospel Values and proclaiming the Good News of Jesus Christ
- Provides a well balanced Religious Education Program
- Belongs to and is an important part of our parish faith community
- Supports all parents as partners in their child’s education
- Encourages every child to reach their potential
- Ensures everyone has the right to learn, to feel safe and be treated with respect

**We Achieve at Our Lady of Fatima by:**

- Offering a wide variety of teaching strategies
- Providing staff with regular opportunities to engage in and share professional learning
- Encouraging a stimulating, safe environment in which all children can learn
- Utilising contemporary practices to maximise learning outcomes for all students
- Undertaking ongoing assessment, analysis & reporting of student performance, to enhance learning, teaching and partnership with parents

### Purpose

The Victorian Curriculum is implemented at Our Lady of Fatima from Foundation to Grade 6. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. It will provide all students with a sequential curriculum framework that guides their learning, as well as providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against expected achievement standards.

The Victorian Curriculum is the Foundation to Year 10 curriculum for Victorian government and Catholic schools for implementation from 2017. The Victorian Curriculum reflects Victorian priorities and standards for F–10 and incorporates the Australian Curriculum. It 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. See <https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx>.

The Victorian Curriculum F–10 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop, in addition to discrete discipline knowledge and understanding, a set of skills, behaviours and dispositions, or general capabilities, that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Our Lady of Fatima Curriculum Plan has been developed in light of the directions for Catholic education and principles of curriculum from the *Horizons of Hope* education framework: Catholic schools provide an excellent holistic education centred on the students and engaging them in authentic, purposeful learning; and incorporating the philosophy of the Victorian Curriculum F–10 and the Religious Education Curriculum Framework.

The curriculum is a statement of the purpose of schooling and defines what it is that all students have the opportunity to learn as a result of their schooling.

## Principles

Our Lady of Fatima seeks to optimise student learning through the implementation of the Victorian Curriculum F – 10 across each learning area from Foundation to Year 6, in a manner consistent with system requirements and locally identified needs.

## Scope

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

At Our Lady of Fatima, 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 design process, allowing them to make decisions about what they need to know and when.

## Implementation

Our Lady of Fatima is committed to the successful implementation of each of the Victorian Curriculum F-10 learning areas from Foundation to Year 6

- The school will maintain a consistent approach across all levels in the planning and the teaching of the content of the Victorian Curriculum.
- The school community will be informed of curriculum direction and implementation across the school via the Annual Report to the Community and through sharing the Strategic Plan in place via our website.

- The Leaders of Learning and Teaching will lead the staff in the development and implementation of the Victorian Curriculum from Foundation to Year 6.
- In doing so, all systemic timelines and reporting requirements will be met.
- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the Victorian Curriculum understanding and implementation needs of each staff member that are aligned to the VIT standards and AITSL teacher and leader standards.
- All teachers are required to work with their levels and at [Professional Learning Team meetings](#) to contribute to the development and implementation of guaranteed and viable Victorian Curriculum based subjects for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- Student achievement will be measured and reported to students, parents and the wider community against the Victorian Curriculum achievement standards, in each of the learning areas.
- All staff will participate in the collection of student achievement data and all staff will have input into school decisions resulting from interpretations of student achievement data.
- Ongoing auditing will take place to ensure the knowledge, skills and dispositions of the Victorian Curriculum are being delivered.

The curriculum is designed and delivered from whole-school to 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.

## Curriculum content

The school implements the Victorian Curriculum in order to provide students with a comprehensive and cumulative curriculum from Foundation to Year 10.

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 utilise local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by our governing body, Our Lady of Fatima will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Lady of Fatima will also take inspiration from the *Horizons of Hope* education framework. This framework supports Catholic 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 Leadership, Wellbeing, Diversity and Religious Education.

Religious Education has a central place in the curriculum at Our Lady of Fatima, as it reflects our unique character of Catholic identity and focus as a Catholic school. The primary source for developing our Religious Education program is the Religious Education Curriculum Framework, developed by our governing body MACS.

## Whole-school curriculum plan and time allocation

The following provides an outline of the learning areas and recommended weekly time allocation across F–6. Multiple learning areas are often part of a unit and not always taught as separate subject areas. This is ensured through time allocations which are in line with recommendations of the educational authorities.

Learning Areas	Recommended Time Allocated
<b>English</b> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing</li> <li>• Speaking &amp; Listening</li> <li>• Grammar &amp; Spelling</li> <li>• Writing</li> </ul>	2 hours daily (total time should not be less than 10 hours weekly on average over the course of a school year and may vary across year levels) 75 minutes per week (15 minutes daily)
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number &amp; Algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics &amp; Probability</li> </ul>	1 hour daily (total time should not be less than 5 hours weekly on average over the course of a school year)
<b>Religious Education</b>	2.5 hours weekly
<b>Health &amp; Physical Education</b>	2.5 hours weekly
<b>Arts</b>	1 hour weekly
<b>Humanities</b> <ul style="list-style-type: none"> <li>• Civics &amp; Citizenship</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>• Science as a Human Endeavour</li> <li>• Earth Science</li> <li>• Biological Science</li> <li>• Chemical Science</li> <li>• Physical Science</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>• Design &amp; Technology</li> <li>• Digital Technologies</li> </ul>	2 hours and 15 minutes weekly The learning areas of Humanities, Science, Health & Physical Education, and Technology will be taught, ensuring an average of 3 hours weekly over the course of a school year. This is through the focus of the integrated unit of work using an inquiry approach developed under the <a href="#">Our Lady of Fatima Conceptual Framework</a> and <a href="#">Inquiry Process</a> . Science and Technology is also taught through the specialist STEM program at Our Lady of Fatima. Students attend a 90 minute session per fortnight with a specialist teacher and coach. All teaching staff co-teach with the STEM specialist teacher and follow up the lesson in the alternate week.
<b>TOTAL</b>	<b>25 hours weekly</b>

## Capabilities

The Victorian Curriculum includes both knowledge and skills. It is expected that the skills and knowledge defined in [The four capabilities](#) will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum:

- Critical & Creative Thinking
- Ethical
- Intercultural

- Personal & Social.

The skills and knowledge defined in the capabilities will be developed in student learning across the curriculum areas where it is relevant and authentic to do so.

## Curriculum organisation and implementation

The school's planning for curriculum draws on the Victorian Curriculum and Assessment Authority (VCAA) curriculum planning site for age-appropriate content, sequential learning patterns, and interrelated aspects of the content and skills and of the desired learning capabilities. Refer to the Pedagogical Framework.

All content is developed using the following documents:

- Our Lady of Fatima policies for each of the learning areas
- Our Lady of Fatima Religious Education Scope and Sequence and Inquiry Conceptual frameworks (2021 frameworks: [Relationships](#), [Place](#), [Systems](#), [Creativity and Innovation](#))
- [Religious Education Curriculum Framework](#)
- [Victorian Curriculum F–10](#)
- [Statement of Curriculum](#)

A variety of other resources, including online resources, will be available to support planning.

## Curriculum Planning

The role of the Principal and Deputy Principal/Learning and teaching Leaders is to take the major responsibility for the overseeing of and implementation of the curriculum. The Principal and Deputy Principal/Learning and teaching Leaders need to have an overall and informed picture of the curriculum at Our Lady of Fatima. The Principal, Deputy Principal/Learning and teaching Leaders and the Staff need to have a shared vision and beliefs about the curriculum.

Curriculum planning is evident in our policies, programming and practice. Work programs should give a detailed account of what is happening across the school in all areas of the curriculum.

### LEVELS OF PLANNING EXPECTED FROM STAFF:

At Our Lady of Fatima, it is the responsibility of each Staff member to [plan as a Team](#) with all other year level teachers. All teams have their own team protocols in place. [The classroom teacher Role description](#) outlines the role of the teacher at OLOF. [The Education Support Officer Role description](#) outlines the role of the ESO at OLOF. All other [role descriptions](#) for leaders of learning are available to all staff via the Google Drive.

#### 1. YEARLY OVERVIEW

Each Team/Level is required to have a basic plan of the content to be covered for the year Term by Term in the following Learning Areas:

- a) Inquiry: a completed proforma that contains a list of the concepts to be explored for the year. These units are to be selected from the appropriate year of the [Our Lady of Fatima Inquiry Overview](#).
- b) Mathematics: a proforma/overview showing the Victorian Curriculum outcomes to be covered each Term.
- c) Literacy: a proforma/overview showing the Victorian Curriculum outcomes to be covered each Term.
- d) Religious Education: Outcomes to be covered as listed in the Inquiry Curriculum linked documents.

#### 2. UNIT DOCUMENTATION

- a) Inquiry/Integrated studies: prior to beginning a new unit of work a "Unit Planner" proforma needs

to be co-designed along with the teacher team and students and shared with the Leader of Learning and Teaching. This planning must be done at a Team level. The 'big question' to guide the Inquiry should be shared and discussed with all staff and collected by the Leader of Inquiry.

b) Religious Education: Proformas for planning have been developed in conjunction with the Religious Education Curriculum and we have adopted our own proformas.

Religious Education units are to be planned in levels and match with big conceptual thinking in Inquiry.

### 3. WEEKLY PROGRAM PLANNERS

a) Each teacher is responsible to keep a weekly record of all educational activities taught in their classroom. These Planners or Work programs will be cited by the Principal at various times across the school year. All teachers are required to systematically save their Work Programs in the 'Shared' Folder on the Google Drive.

### 4. PROGRAM AND PLANNING EXPECTATIONS

To meet the developmental needs of individual and groups of students the following proformas must be kept up to date:-

a) Mathematics: Each Level has a weekly standardised proforma to plan through the weekly planner to document Mathematics. Each Staff member is required to complete this proforma on a weekly basis. Victorian Curriculum outcomes, Teaching groups, Teaching Strategies, activities, adjustments and assessment information is to be recorded.

b) Literacy: Each level in the school has a weekly standardised proforma to plan through the weekly planner to document Literacy. Each Staff member is required to complete these proformas on a weekly basis. The proformas are to include detailed information regarding small and whole group foci, teaching strategies, share time, learning encounter activities, adjustments and assessment etc.

## Evaluation

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

## School policies/references

[Learning and Teaching Policy](#)

[English Policy](#)

[Maths Policy](#)

[Religious Education Policy](#)

[Science Policy](#)

[Humanities Policy](#)

[The Arts Policy](#)

[Health and Physical Education Policy](#)

[Digital Technologies Policy](#)

[Capabilities Policy](#)