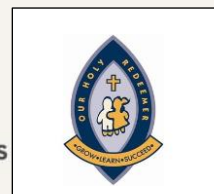


Our Holy Redeemer Curriculum Plan Overview



Our Holy Redeemer 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

Under the guidance of the Holy Spirit, at Our Holy Redeemer we are commissioned to model, build and nurture a commitment to lifelong learning and responsible global citizenship.

We provide a supportive environment where child safety is a priority and the Gospel values of respect, compassion and justice guide our relationships.

As a professional team of educators, we work collaboratively to create purposeful and rigorous contemporary learning which inspires all members of our community to grow, learn and succeed.

Mission

Student learning is fundamental to achievement and self-esteem. At Our Holy Redeemer School we believe that all students have the ability to learn and to progress as independent learners, supported by a wide range of learning and teaching styles within a caring environment. The provision of this learning is the core responsibility of teachers, parents, the principal, and the students themselves.

Purpose

At Our Holy Redeemer School we aim to develop the whole person by providing all students with the learning opportunities and experiences that they individually require.

We recognise that students learn most effectively when:

- A safe and engaging learning environment is provided which caters for a balance in the growth of the 'whole person';
- Information about the child's cultural background and experiences are valued and there is a strong ongoing relationship within the school community and between home and school;
- The teacher is a demonstrator, facilitator and mentor;
- Opportunities are provided for students to express their individuality, to work and think independently, and to be intellectually stimulated;
- Individual learning styles are recognised and accommodated within an inclusive curriculum that values interpersonal skills;
- Students are given thinking time to allow them to process and internalise information, acknowledging the developmental nature of the learning process; Students are encouraged to become risk takers with their learning;

- Students are skilled for a constantly changing and challenging world;
- Teachers encourage and provide opportunities for students to make choices in some aspects of their 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.

The Our Holy Redeemer Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 and principles of curriculum from the *Horizons of Hope* education framework. This curriculum plan ensures excellent holistic education, centred on the students and engaging them in authentic, purposeful learning.

Principles

At Our Holy Redeemer School:

- Learning is optimised when it takes place within a supportive and engaging environment, which values positive relationships and caters for the individual growth of the ‘whole person’.
- Learners have the opportunity to engage, discover and express their experiences in meaningful and purposeful ways.
- Learning is a journey that can be tracked, celebrated and shared.
- Learning is enhanced when there is a strong ongoing relationship within both the school community and wider community.
- Education takes advantage of digital technologies and enables students to become both digitally literate and digitally adept.

Scope

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

At Our Holy Redeemer, 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

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 Holy Redeemer School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Our Holy Redeemer 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 Our Holy Redeemer 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:

- Our Holy Redeemer Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- Our Holy Redeemer school policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy

Whole-school Curriculum Plan and Time Allocation

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. These 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, across F-6 multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

Foundation to Year 10

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	75 minutes per week – 15 minutes daily
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	2 hours 30 minutes weekly
The Arts	1 hour weekly
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Science Technologies <ul style="list-style-type: none"> • Design and Technology • Digital Technologies 	2 hours and 15 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. 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.

Our Holy Redeemer will implement the curriculum plan by:

- Using a variety of thinking tools
- Valuing the whole person (academically, socially, emotionally and spiritually)
- Personalising learning by valuing individual difference
- Providing a balance of individual, small group and large group activities
- Providing a comprehensive Student Wellbeing program
- Incorporating Social Emotional Learning into various aspects of our curriculum
- Implementing common structures and expectations across the school
- Planning collaboratively as staff, and at times with students and with parents
- Fostering open communication, encouraging 'learning at home'
- Enhancing and supporting relationships between students, staff and parents and parish community
- Engaging with parent and student forums
- Supporting family participation in learning (Eg: parent evenings, Seesaw App, Learning Expos, Learning Walks)
- Providing scaffolding for teaching-learning experiences to assist with developing independence in all subject areas;
- Encouraging student voice and decision making
- Promoting the use of Digital Technologies
- Engaging with a wider audience (such as our parish community, local community)
- Promoting engagement of Social Justice
- Fostering purposeful writing
- Using the Inquiry Based Learning Approach
- Developing Integrated/RE units incorporating a balance of learning areas.

- Constructing Integrated/RE units encompassing authentic purpose and input from the learners themselves
- Encouraging hands on experiences
- Encouraging student choice in ways that learning is developed and presented.
- Providing rich learning tasks.
- Providing opportunities to share ideas, feelings, beliefs, strategies and knowledge
- Modelling problem solving strategies
- Explicitly teaching skills and processes to enable students to self assess, problem solve and set achievable goals in preparation for further learning.
- Sharing learning across year levels, between individuals, within classrooms and with the wider community
- Tracking student learning through work samples, digital learning portfolios (Seesaw), literacy and numeracy testing data, formalised reporting
- Providing regular feedback- verbally, written, formal and informal
- Encouraging and supporting students to strive for high expectations and to value its importance.
- Providing Assessment For, As and Of
- Providing reflective and evaluative assessment
- Allowing children time to reflect on their learning
- Encouraging positive and constructive peer feedback
- Providing a supportive learning environment which allows maximum opportunities for students to succeed and celebrate all forms of success
- Fostering cooperative and collaborative skills within our school and the community
- Building engagement amongst all stakeholders - parents, staff, students, and the wider community
- Fostering awareness of our responsibility in relation to global issues
- Engaging with parent education sessions
- Providing and supporting relationships with the Parish community through the sacramental program, mass and other events.
- Regularly developing our school profile within the community, looking for opportunities to be involved in the local or wider community
- Fostering the use of digital devices to support student learning
- Modelling being part of the global community, including our school and local community

- Explicitly teaching Cyber Safety and netiquette components so students can implement safe and responsible practices.
- Encouraging parents connection to their child’s learning through technology and online resources
- Enabling student choice when showcasing learning/ research
- Supporting staff learning and practice in regards to technology.

Evaluation

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

School Policies

Our Holy Redeemer Learning and Teaching Implementation Guide
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Scope and Sequence – Our Holy Redeemer Learning and Teaching Program

The Our Holy Redeemer Learning and Teaching Implementation Guide contains the tools used for whole school and individual planning using a scope and sequence outline for a two year cycle of learning.

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Director, Learning and Regional Services
Approval date	November 2022
Risk rating	High
Date of next review	November 2024

POLICY DATABASE INFORMATION	
Related documents	
Superseded documents	School Curriculum Plan Overview – v1.0 – 2021
New policy	