

Cana Primary School

Curriculum Plan Overview



Cana 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 and Mission Statement

Cana Catholic Parish Primary School is an educational community of Faith

As parents, students and staff, we are...

United in Faith,

United in Learning,

United in Wellbeing,

United in Shaping our World.

In our foundation story, we hear

“Do What Jesus Tells You.”

United in Faith...

- We hear and proclaim Jesus and the Gospel values, through word, prayer, liturgy and example.
- We teach and learn about our faith in the tradition of the Catholic Church.
- We value and nurture partnerships within our School, Parish and wider community.

United in Learning...

- We provide a safe, inclusive and supportive learning environment.
- We implement a curriculum that is accessible, engaging, challenging and transforming.
- We provide opportunities for students to develop characteristics of an effective learner.

United in Wellbeing...

- We recognise and celebrate the uniqueness of each other.
- We strive for all to have a sense of belonging through respectful relationships.
- We are committed to the safety and wellbeing of each student, staff member and family.

United in Shaping our World...

- We show gratitude for what we have and act for social justice.
- We share in the responsibility to care for our common home, Earth.
- We empower all members of Cana to contribute to the school, the wider community and the world.

Purpose

Cana is a “Faith and Learning Community” where our students, staff and families work together in partnership. Together we aim to provide a desire for lifelong learning and as a Catholic primary school we believe the Eucharist is our foundation which informs every aspect of our work: academic, social, emotional and spiritual. We believe that each person is a unique gift from God.

Accredited Curriculum Overview

Foundation to Grade 6

The Victorian Curriculum F - 6 is the Foundation to Grade 6 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–6 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–6 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.

Principles

At Cana Catholic Primary School we believe thinking, learning and innovation can take place anywhere, anyhow, anytime; because we can..

COLLABORATIVE

A collaborative learner. . .

- cooperates and communicates with others.
- listens to and respects the ideas of others.
- actively contributes their ideas.
- works towards a common goal with others.

SELF-MOTIVATED

A self-motivated learner. . .

- wants to learn.
- is engaged in their learning.
- is responsible for their own learning.

REFLECTIVE

A reflective learner. . .

- is honest about their strengths and challenges.
- accepts feedback.
- recognises what they have achieved and sets new goals.

CURIIOUS

A curious learner. . .

- is inquisitive and asks questions.
- is eager to wonder and investigate.
- explores different ways of doing things.

RISK-TAKER

A risk-taker. . .

- has a go.
- learns from their mistakes.
- has courage to try something new, different or challenging.



*Cana's 7
Characteristics
of an effective
Learner*

PERSISTENT

A persistent learner. . .

- thinks positively.
- never gives up.
- tries different strategies to achieve success.

RESILIENT

A resilient learner. . .

- bounces back from challenges.
- doesn't let things get to them.
- knows that they will be okay when they are faced with a challenge.

Scope

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

At Cana, 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

Cana 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 Cana 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:

- Cana Religious Education Scope and Sequence: MACS Religious Education Curriculum Framework Document
- Cana school policies for each of the learning areas
- Victorian Curriculum F–6
- Statement of Philosophy.

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

Whole-school Curriculum Plan and Time Allocation

Curriculum overview – Foundation to Grade 6

The following provides an outline of the learning areas within the F–6 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units. The 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, multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

Foundation to Grade 6

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 (Italian)	75 minutes per week – 15 minutes daily Cana - 60 minutes weekly (part of the specialist program in the school)
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 60 minutes (part of specialist program) 1 hour (extra through classroom practice) 40 minutes of wellbeing time
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 Cana 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, practiced, deployed and demonstrated by students in and through their learning across the curriculum.

The four capabilities of the Victorian Curriculum F–6 is:

- 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 **facilitated**, 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.

Cana will implement the curriculum plan by using the Victorian Curriculum as a framework for curriculum development and delivery from Foundations to Year 6 in accordance with MACS guidelines.

Cana Catholic Primary School will implement the curriculum by:

- complying with DET guidelines in regard to the length of student instruction time in Victorian schools and provides at least 25 hours of face-to-face student instruction per week
- maintaining a consistent approach across all levels in the planning and teaching of the content in the Victorian Curriculum
- completing ongoing auditing to ensure the knowledge, skills and dispositions of the Victorian Curriculum are being delivered
- documenting, through its strategic plan and the Annual Action Plan, the key strategies for improvement in student learning outcomes as part of our curriculum plan
- providing a broad range of teaching and learning approaches to ensure improved student outcomes
- ensuring content and skills incorporated provide a balance between curriculum outcomes, real life contexts, current affairs - global and local, and student interest
- employing formative and summative assessment practices that reflect curriculum objectives and that are used to direct future learning opportunities
- measuring and reporting student achievement to all relevant stakeholders (students, families and the wider community) against the Victorian Curriculum achievement standards, in each of the learning areas
- identifying and catering for the different needs of particular cohorts of students when developing its curriculum plan, reflecting a variety of teaching and learning programs to address the specific needs of students and adjustments that they require
- incorporating a range of digital devices, which are integrated across the curriculum to support the improvement of teaching and learning outcomes
- developing students critical thinking and problem-solving skills and have a love of learning
- ensuring that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on our school touchstones of integrity, optimism, persistence, creative, collaborative and reflective
- ensuring that all staff participate in the collection of student achievement data and by ensuring that all staff will have input into school decisions resulting from the interpretations of student achievement data
- building the capacity of all teachers and teams, through ongoing professional learning

Evaluation

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

School Policies

- Cana Catholic Primary School's Assessment and Reporting Policy
- Cana Catholic Primary School's Assessment and Reporting Procedures

Scope and Sequence – Cana Learning and Teaching Program

	Foundation - Year 2			Year 3 & Year 4		Year 5 & Year 6	
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	School based Theme (Community Health & wellbeing, School rules, characteristics, General capabilities)						
Term 2	SCIENCE						
	BIOLOGICAL	BIOLOGICAL	EARTH & SPACE	CHEMICAL	PHYSICAL	EARTH & SPACE	CHEMICAL & PHYSICAL
Term 3	HISTORY						
	FAMILY HISTORY	PAST & PRESENT	LOCAL HISTORY	CELEBRATIONS	FIRST CONTACTS	GOLD RUSH & MIGRATION	GOVERNMENT /CIVICS & CITIZENSHIP & MIGRATION
Term 4	SOCIAL SCIENCES/TECHNOLOGY/SUSTAINABILITY						
	GEOGRAPHY	DESIGN & TECHNOLOGY	GEOGRAPHY	CIVICS AND CITIZENSHIP		ECONOMICS AND BUSINESS	