

# HOLY NAME

## Curriculum Plan Overview



Holy Name 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

**Holy Name is an inclusive, Catholic community that pairs innovative teaching with life-long learning. We foster critical thinkers and independent learners to become active contributors to a better future, inspired by the life of Christ.**

### Mission

**HOLY NAME SEEKS TO CREATE AND PROMOTE A DEEP FORMATION OF THE WHOLE PERSON THROUGH:**

- **Leading** a faith inspired learning environment
- **Building** a community of learners inclusive of the *students, teachers, parents and the wider parish*
- **Calling** all to live in the image of Christ
- **Establishing** the learning dispositions that are central to our school

**Formation of the whole person** - Developing the whole person by focusing on the academic, spiritual and social/emotional aspects of the individual in order for them to develop into the best version of themselves.

**Faith inspired** - Inspired by the word of God to live a life that was modeled by Jesus when he was on this earth.

**Learning environment** - Creating a learning environment where the children feel safe to make mistakes in order to grow as an individual and as a learner. An environment that is aesthetically pleasing and fit for purpose.

**Community of learners** - We are all continuously trying to come together to build a network where each individual feels safe. Within this community we collaborate as one to represent Holy Name in whatever capacity/connection we have with this school. A community of learners involves all who are associated with Holy Name including those in the wider community.

**Calling all to live in the image of Christ** - Belonging to a Catholic school, we are called to make this world a better place. Jesus Christ was born human and was placed on earth to show us how to live out the catholic values and created us in his image, we too are called to be an example of Christ's love for others.

**Establishing the learning dispositions:** Holy Name's learning characteristics/dispositions enable us to develop students who have a love of learning and a growth mindset regardless of how challenging the task. These dispositions enable the students to develop characteristics which when embedded, provide them with tools such as being inquisitive, reflective, collaborative, persistent, creative and risk takers in their learning.

## Purpose

We believe that students learn in a variety of ways, most effectively when all participants are actively engaged in purposeful, open-ended tasks. Students learn collaboratively through exposure to a wide variety of teaching styles and learning experiences, incorporating a wide variety of resources. All students need to experience success. Differences in abilities and learning styles need to be addressed.

The Victorian Curriculum is the Foundation to Year 10 Curriculum for Victorian government and Catholic schools for implementation from 2017. From 2025, Holy Name School began using the Victorian Curriculum Version 2.0 to guide learning and teaching in the areas of English and Mathematics. 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.' <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, 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 **Holy Name Primary School** Curriculum Plan has been developed in light of the directions for Catholic Education and principles of curriculum from the Religious 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 Framework 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

At **Holy Name Primary School**:

*We believe that learning is the primary purpose of our school and that all members of our school community are involved in learning both as a teacher and learner.*

*We recognise the need for all students:*

- *To be literate and numerate*
- *To be able to work independently and interdependently*
- *To use information technology effectively*
- *To be effective problem solvers in all situations*
- *To think critically and imaginatively*

- *To acquire skills that can be applied to new situations*
- *To be life-long learners*
- *To respect other learners*
- *To be confident and have a sense of worth*

## 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 Holy Name Curriculum Plan has been developed in light of the directions for Catholic education, the Religious Education Curriculum Framework, the Victorian Curriculum F–10 and/or curriculum for senior secondary students 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.

### Scope

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

At Holy Name, 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

Holy Name 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 Holy Name 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:

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

The school's learning and teaching 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, Holy Name 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 Year 10

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units or electives (as in the case for Years 7–10). 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 Year 10

Learning Areas	Recommended Time Allocated
<b>Religious Education</b>	2 hours 30 minutes, weekly
<b>English</b> <ul style="list-style-type: none"><li>• Reading and Viewing</li><li>• Speaking and Listening</li><li>• Grammar and Spelling</li><li>• Writing</li></ul>	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.
<b>LOTE - Italian</b>	60 minutes per week
<b>Mathematics</b> <ul style="list-style-type: none"><li>• Number and Algebra</li><li>• Measurement and Geometry</li><li>• Statistics and Probability</li></ul>	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.
<b>Health and Physical Education</b>	2 hours weekly
<b>STEM</b>	1 hour weekly
<b>The Arts</b>	1 hour weekly
<b>The Humanities</b> <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Geography</li><li>• History</li></ul> <b>Science</b> <b>Wellbeing</b> <b>Technologies</b> <ul style="list-style-type: none"><li>• Design and Technology</li><li>• Digital Technologies</li></ul>	2 hours 30 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.
<b>TOTAL</b>	<b>25 hours weekly</b>

## 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.

Holy Name will implement the curriculum plan by:

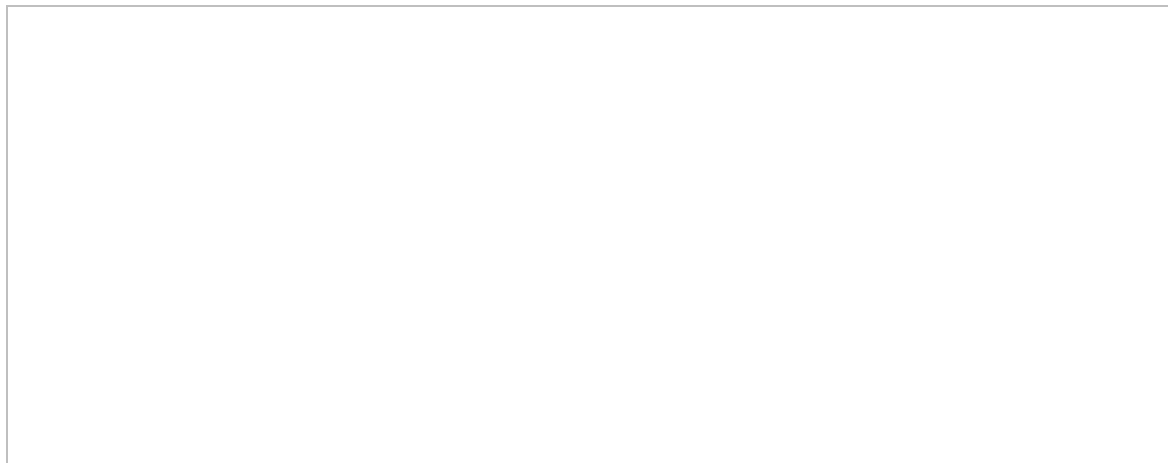
- *Exposing students to a variety of learning structures eg. Co-operative groups, teaching through games, partner work, focus-teacher groups*
- *Providing students with opportunities to experience and develop skill in all learning styles eg. Visual, artistic, kinaesthetic etc.*
- *Including a variety of teaching approaches to be effective problem solvers in all situations eg. Bloom's Taxonomy, Gardner's Multiple Intelligences, De Bono's Thinking hats and the Inquiry Model*
- *Implementing a Behavioural Management Plan so that all individuals may experience enjoyable, safe and successful learning refer to Holy Name Behaviour Management Plan*
- *Providing students with opportunities to enhance their learning through the use of Technology*
- *Allowing opportunities for critical reflection and self-assessment*
- *Creating a positive and supportive learning environment where the individuality of all learners is valued*
- *Acknowledging that we are all learners*
- *Ensuring that all teaching and learning is authentic*
- *Using assessment data to inform planning and teaching*
- *Supporting and affirming students in their work*
- *Providing staff with appropriate internal and external Professional Development in order to develop skills and remain informed of current developments in educational theory and practice*

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.

## Evaluation

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

## School Policies



## Scope and Sequence – Holy Name Learning and Teaching Program

### Curriculum organisation and implementation

The school's planning for curriculum draws on the VCCA 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 Pedagogical Framework.

All content is developed using the following documents:

- ***Holy Name Primary School*** School Policies for each of the Learning Areas
- ***Holy Name Primary School*** Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- Victorian Curriculum Framework F-10
- Statement of Philosophy

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

### Curriculum Review

Teaching and Learning practices at Holy Name will be reviewed on a regular basis with the Learning and Teaching leader, Principal and other relevant leadership members. Throughout the year, student outcome data as well as feedback from staff, will drive the direction of the teaching and learning practices. Opportunities for discussion will occur in staff meetings, PLTs and facilitated planning sessions in order to review current practice and ensure student growth and engagement.

### Student Learning Outcomes

Holy Name is committed to a data-informed approach to curriculum planning, teaching, and assessment to maximise each student's growth and achievement. Student learning outcomes are regularly monitored through a combination of formative and summative assessments, aligned to curriculum standards and learning intentions.

## Data Collection

Student learning outcome data is collected according to the school's **Assessment Schedule**, which includes:

- Standardised assessments (e.g. PAT, NAPLAN)
- School-based assessments (e.g. unit assessments, writing samples, reading running records)
- Ongoing formative assessments (e.g. anecdotal records, observations, student work samples)
- Moderated common tasks and rubrics
- Student self-assessments and reflections

[Insert link or reference to the school's current Assessment Schedule here.]

## Data Analysis and Use

Student learning outcomes are analysed at multiple levels:

- **Classroom Level:** Teachers use data to identify student learning needs, inform differentiated instruction, set goals, and provide timely feedback.
- **Team Level (e.g. PLCs):** Teachers collaboratively analyse cohort and class data during regular facilitated planning meetings and PLTs to evaluate teaching effectiveness, moderate assessment tasks, and share successful strategies.
- **School Level:** Leadership reviews trends across cohorts and year levels to identify areas for whole-school improvement, resource allocation, and professional learning needs.

Data collected about student learning outcomes is used to:

- Tailor teaching and learning experiences to meet the diverse needs of our students
- Inform the design of targeted intervention and enrichment programs
- Review and refine curriculum plans to better align with student needs
- Monitor the impact of teaching strategies on student outcomes
- Support reporting to parents, carers, and external stakeholders

This policy ensures that student learning remains at the centre of our curriculum implementation, with a clear commitment to evidence-based practices and continuous improvement for every learner.



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

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

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