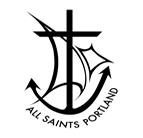
All Saints Parish School

Curriculum Policy 

# Rationale

At All Saints Parish school, the term curriculum includes all the arrangements our school makes for our students’ learning and personal/interpersonal development. It includes content, student activity, and pedagogy as well as classroom organisation. It also includes the decisions regarding the need for and use of resources and facilities.

In response to this, our school aims to present a broad, contemporary and comprehensive curriculum that responds to the Vision and Mission statements of our school, in a Christ centred faith community while encouraging each child in our care to flourish and reach their full potential, according to the Catholic Mission.

It is our intention to challenge each child while being inclusive of the role of the family and respectful of their cultural backgrounds and religious beliefs.

# Scriptural Context

All Saints Parish School endorses Catholic beliefs and practices and is committed to excellence in learning and teaching. As a faith community, we will nurture each person in the Gospel values lived by Jesus Christ.

**“Go out in to the world and teach all nations” Matthew 28:19**

**“Let the children come to me…do not stop them for it is to such as these that the kingdom of heaven belongs” Matthew 18:15**

# Policy Statement

We will present a curriculum based on the “Awakenings” Religious Education document as mandated by the Bishop of the Ballarat Diocese, and on the Australian and Victorian Essential Learnings and Standards (AusVELS), as endorsed by the Catholic Education Commission of Victoria (CECV).

# Policy Guidelines Indicators

|  |  |
| --- | --- |
| Religious Education will be underpinned by the ‘Awakenings” Core document. Curriculum content in Religious Education will be linked to the other domains of the AusVELS curriculum. | * Teachers will be familiar with the Awakenings core document. * Teachers will plan and present units of work explicitly teaching the Awakenings curriculum content using the Shared Christian Praxis pedagogy and online resources. * Students will explore and develop their knowledge of the Catholic Traditions while being immersed in faith experiences relevant to contemporary society. * Students will develop their own personal spirituality through meaningful prayer and reflection experiences. * Students will develop a sense of social justice in connection with the Catholic Social Teachings. |
| AusVELS will form the basis of a challenging, rich and diverse classroom teaching program. | * Teachers will be familiar with the rationale, content and structure of the AusVELS curriculum. * Curriculum implementation, pedagogy and activities will align with the Principles of Learning and Teaching (PoLT). * Teachers will competently and consistently use assessment OF, FOR and AS learning to determine a personalised pathway to success. * Teachers will plan in teams using the AusVELS standards, resources and planning tools to present relevant units of work. * Expectations will be made explicit to assist all students to succeed and excel. * Learning Intentions and Success Criteria will be made explicit for the students so that they know what they are learning and why. |
| Our curriculum will be supported by contemporary and relevant resources and facilities. | * Our classroom structures will support a stimulating, safe and personalised learning environment. * Our teachers will maintain comprehensive planning documents and assessment data. * Teachers will use contemporary digital and material resources. * Student progress will be reported to the parents twice a year with a Learning Conversation mid-year. |
| The school will develop, maintain and sustain a comprehensive curriculum plan that will provide direction for programme implementation, evaluation and general classroom organisation. | * The school will create a comprehensive curriculum plan that works towards the AusVELS standards. * Teachers will be familiar with and guided by the school’s curriculum plan and student needs/interests. |
| Languages Other Than English will be incorporated into the curriculum. | * Our Language other than English will be Indonesian from 2015. |

# Curriculum Content

Teachers will develop, maintain and sustain Religious Education curriculum documents and practices based on the seven content strands of the “Awakenings” curriculum strands:

1. Christian Prayer
2. Sacraments
3. Religion and society
4. God
5. Christian Life
6. Jesus Christ
7. Scripture
8. Church

Teachers will develop, maintain and sustain curriculum documentation and practices based on the AusVELS structure:

|  |  |
| --- | --- |
| Learning Areas | General Capabilities |
| *• English*  *• Mathematics*  *• Science*  *• Health and Physical Education*  *• Languages*  *• Humanities and Social Sciences*  *(History, Geography, Civics and*  *Citizenship, Economics and*  *Business)*  *• The Arts (Performing and Visual)*  *• Technologies (Design and*  *Technologies; Digital*  *Technologies)* | *• Critical and creative thinking*  *• Personal and social capability*  *• Intercultural understanding*  *• Ethical Understanding* |

**Foundation (Years F–2)**

*90. The following are the essential elements of every school’s curriculum plan for the Foundation Years (F−2). They can be structured within a teaching and learning program based on the VEYLDF outcomes (Identity, Connection, Wellbeing, Confidence and Communication) and provides both a common core and flexibility for schools to draw on all the AusVELS domains to build a curriculum that meets local needs and expectations:*

*(a) A structured teaching and learning program in English and Mathematics at each year level*

*(b) Substantial attention to Health and Physical Education*

*(c) The provision of a Languages program*

*(d) Substantial attention to The Arts*

*(e) Substantial attention to Personal and Social Capability*

*(f) A learning program that draws on the AusVELS domains of:*

* + *Humanities*
  + *Science*
  + *Technologies*
  + *Critical and creative thinking*
  + *Ethical understanding*
  + *Intercultural understanding*

**Breadth (Years 3–8)**

*91. In the Breadth Years 3−8, students have the opportunity to fully engage with all AusVELS domains. Schools should provide:*

*(a) A structured teaching and learning program in English, Mathematics and Science at each year level*

*(b) A Health and Physical Education program*

*(c) A Languages program*

*(d) A Humanities program that includes in each two-year band of schooling the teaching and reporting of student learning in History, Geography and Civics and Citizenship and, from Year 5, Economics and Business.*

*(e) An Arts program that at each of Years 3 and 4 includes all five Arts disciplines and at Years 5−6 and 7−8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts.*

*(f) A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies*

*(g) A learning program that includes teaching the content and measuring progress of student learning against each of the general capabilities at least every two years:*

* + *Critical and creative thinking*
  + *Personal and social capability*
  + *Ethical understanding*
  + *Intercultural understanding*

**Evaluation:**

This policy will be reviewed as part of the School Improvement Framework 4 year review cycle.

**References:**

ACARA: Australian Curriculum, Assessment & Reporting Association.

AusVELS: Australian & Victorian Essential Learnings Standards.

PoLT: Principals of Learning & Teaching

Awakenings: Diocese of Ballarat