



# Curriculum Policy

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## **RATIONALE**



At Catholic Regional College Caroline Springs, we value each individual and strive to provide them with every opportunity to live fully and act justly. Our approach to teaching and learning is about providing experiences that allow all students opportunities to achieve their full potential. Everything we do at the College is designed to support and develop students academically, physically, socially, spiritually and emotionally.

## **Scripture**



### **Exodus 31:3**

I have filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills.

## **AIMS**



### **Teaching and Learning**

Through the various curriculum opportunities which target the education of the whole person, our aim is to develop students who are:

- independent learners
- literate
- numerate
- capable of utilising a variety of thinking skills
- able to demonstrate well developed skills for the future

Teaching and learning strategies used to achieve these aims should:

- provide a broad, balanced, collaborative and integrated approach to learning
- acknowledge and cater for the diversity of ways in which people learn
- value girls and boys equally and respond to social, economic, cultural and learning needs equitably
- foster a deep knowledge and appreciation of student and staff diversity
- challenge the existing skills, talents and potential of all students and teachers

## STRUCTURES



### **Our structure is centered around providing:**

- opportunities to experience a range of diverse subjects
- a thematic approach so that students are able to make connections between subjects and build depth and breadth of knowledge
- facilities that are able to support the learning process
- a timetable that allows for learning to be consolidated

### **Approaches to teaching and learning:**

- Teachers at our school acknowledge that students deserve the very best teaching possible
- We have undertaken a commitment to provide for the individual needs of each and every student
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters wherever practicable
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills and will be based upon cooperative 'whole child' learning strategies
- Sequential courses of study in all key-learning areas will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching techniques
- Both extension and intervention opportunities will be provided for all students according to need
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students
- Teachers will become skilled practitioners in the use of learning technologies and will routinely encourage the use of technologies to enhance learning opportunities
- All teachers will undertake to enhance their skills by development and active involvement in professional development programs
- Learning experiences are designed to enable students to explore issues, questions and problems in ways that are meaningful, strongly engaged with Catholic beliefs, and related to the real world (foundation statement: Curriculum in a Catholic School. *Horizons of Hope*)

## **Assessment**

A wide range of assessment strategies are implemented in order to provide students, parents and staff with a clear picture of the level of achievement which has been obtained. Our learning management system (SEQTA) provides ongoing gathering, analyzing and interpreting data about learners' progress and achievement to improve learning (Victorian Curriculum and Assessment Authority 2015). Students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs.

### **Our assessment strategies:**

- provides students with opportunities to demonstrate their knowledge and skills
- provides teachers with direction for future learning activities and our assessment design is collaborative and focused on growth
- expresses a student's level of achievement of the learning outcomes for that part of the teaching program
- provide continuous opportunities for learners to progress and flourish through providing accurate and forward-focused feedback

## **Reporting**

Our reporting process focuses positively on student progress and indicates ways in which a student is able to improve performance and overcome difficulties. The College reports are designed to clearly communicate to parent's comprehensive information regarding a student's progress and achievement.

### **The reporting process at the College will:**

- bear in mind the audience of parents and students
- provide clear feedback of the outcomes achieved
- ensure our reports are written in accessible, clear language, avoiding jargon
- be objective about the student's achievements and competencies, including personal and social development
- provide detailed written reports at least twice a year and two interim reports per year
- provide the opportunity for Parent/Student/Teacher consultations twice a year
- incorporate opportunities for parents and student to meet with teachers to review progress
- meet the requirements of various government departments and Catholic Education Melbourne.

## **Review (see Curriculum Review Policy)**

To ensure that the curriculum provided at the College is relevant, up to date and effective, a review process is an integral part of the process. This review process involves the review and

evaluation of all aspects of the curriculum – teaching and learning, structures, assessment and reporting. As all members of the College community need to be involved in this process, feedback is regularly sought from students, parents and staff.