



1.4 CURRICULUM STATEMENT

DECEMBER 2010

Introduction

This curriculum statement is intended to provide details for the school community to be clear about the major elements of the curriculum and the standards expected of successful learners.

This statement should be read in conjunction with the School Vision and the School Policies and Procedures.

As Victoria heads towards the introduction of the National Curriculum the College will take the following time frames to implement the curriculum:

- 2010 – review the draft curriculum within the College,
- 2011 – analyse our current curriculum documentation to make sure that all parts of the curriculum are covered and the College meets the standard,
- 2012 – Introduce the National Curriculum across the College.

Curriculum Goals

The new Australian National Curriculum:

The Australian Curriculum is based on the assumptions that each student can learn and the needs of every student are important. Achievement standards have been set to ensure they are challenging and contribute to all students receiving a quality education.

The curriculum enables high expectations to be set for each student as teachers account for current levels of learning and the different rates at which students learn.

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross curriculum priorities contribute to, and can be developed through, teaching in each learning area.

The seven general capabilities are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour

- Personal and social competence
- Intercultural understanding.

The three cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

By attending to the learning areas and subjects, the general capabilities and the cross curriculum priorities and by focusing on essential learning and not overcrowding the curriculum, the Australian Curriculum helps prepare all young Australians to become valued members of the community.

Structure

Currently the curriculum at St Mary's Coptic Orthodox College is currently structured upon the Victorian Essential Learning standards and is organised into the following subjects:

- The Arts
- Commerce
- Civics and Citizenship
- English
- Graphics
- Food Technology
- Health
- Humanities
- LOTE
- Maths
- Phys Ed

Assessment

St Mary's Coptic Orthodox College has an Assessment and Reporting Policy and Procedures document, which outlines the purpose and guidelines of assessment and reporting related to individual student performance.

The major purpose of assessment at St Mary's Coptic Orthodox College is to enhance learning by providing students with feedback about their strengths and weaknesses to assist directly in the improvement of their learning, and by providing students and parents with information about students' achievements through a formal reporting process.

Assessment at St Mary's Coptic Orthodox College is based on standards and the work students must do to meet those standards. Teachers establish clear expectations about the nature of learning to be undertaken and the ways that it will be assessed. Assessment is an integral part of teaching and learning, which identifies strengths and weaknesses and is a continuous process as students work towards well-defined goals.

Reporting to Parents	<p>Reporting to parents occurs on a regular basis via the following methods:</p> <ul style="list-style-type: none"> • formal mid-year and end-of-year students reports; • regular Interim Reports – five weekly cycle, • parent-teacher interviews; • informal meetings to discuss particular issues; • notes and comments in students’ diary.
Response to Individual Needs	<p>Students with special physical needs can be catered to via a range of procedures, depending on the need.</p>
Homework	<p>St Mary’s Coptic Orthodox College recognises that homework is an important component of the curriculum. It is essential for all students to develop good homework habits and the staff will provide students with relevant homework when applicable to complement the courses. All students are expected to take full responsibility for their own homework and not rely on parental and tutorial assistance to complete the task.</p>
Rescheduled Tests	<p>Teachers may, at their discretion, require students who miss tests to sit similar (but not the same) tests on return to school.</p> <p>Results from these subsequent tests may be taken into account in calculations for semester grades.</p>
Student Diaries	<p>Student diaries are a fundamental line of communication between teachers and parents, as well as a key organisational tool for students. Students must take their diaries to all classes and diaries should be signed weekly by the Homeroom teachers and parents.</p>
Destination Data	<p>To ascertain the effectiveness of the anticipated curriculum structure and its effectiveness for our community, we have compiled records relating to the destination of our students over previous years. Destination data will be continuously used as one of the measuring factors of the effectiveness of the scope, delivery method and applicability of the curriculum to our students.</p>
Safety in Curriculum Planning	<p>All curriculum is to be reviewed during planning to ensure that safety aspects are identified, assessed and control procedures are implemented to minimise any risks. The Curriculum Coordinators will view the curriculum to ascertain any hazards and ensure they are kept to a safe level.</p> <p>Safety aspects should be considered in all Subject Areas when designing and implementing the curriculum. Particular attention is given to:</p> <ul style="list-style-type: none"> • Technology • Science • The Arts • Health and Physical Education

Direction

St Mary's Coptic Orthodox College is committed to providing an education where all students can complete their secondary education through to Year 12 level. Specific direction in all learning areas ensures that students can make choices in preparation for undertaking the Victorian Certificate of Education (VCE) or recognised vocational training, and for transition into further study or employment.

Review

Review and evaluation will be undertaken according to the policy review process set out in the School Development Plan.

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