



CURRICULUM

Policy

“An intelligent mind acquires knowledge and the ear of the wise seeks knowledge.”

Proverbs 18:15

Rationale

The College curriculum provides a Catholic education imbued with the Sionian charism. Opportunities for students to consider and dialogue with the other, live with hope, act with discernment and reconcile differences are integral aspects of the learning program. The curriculum aims to develop the whole person; intellectually, spiritually, emotionally, socially and physically. Students are encouraged to use their talents to the best of their abilities and to strive for excellence. The learning program aims to develop lifelong learners who contribute to the creation of God’s kingdom on earth.

Principles

At Our Lady of Sion College, we believe that the curriculum should:

- Support Catholic Education and be underpinned by the Horizons of Hope framework
- Be explicitly shaped by Characteristics of a Sionian Education¹
- Enable the learner to develop a deep understanding about self, others and the world by exploring multiple perspectives that consider religious, social, cultural, political and ethical influences
- Promote personal excellence within the context of a supportive, challenging and contemporary learning and teaching environment
- Be innovative, informed by data, and best practice in an all girls’ educational setting
- Be inclusive of all learners
- Be actively reviewed, flexible in its nature and responsive to the contemporary learning context
- Provide appropriate and varied pathways that enhance and provide post school opportunities
- Be driven by strategic professional learning for staff, cultivating reflective practice and research amongst all teachers
- Be supported by high standard facilities and resources

Implementation

- The College promotes contemporary learning by:
 - Ensuring all learning encounters are dialogical in practice and support the Characteristics of a Sionian Education ¹
 - Providing opportunities that are rich, rigorous, relevant and informed by the learning needs of students where growth and achievement are monitored
 - Teaching explicit skills in the general capabilities
 - Using feedback and data to inform and drive student understanding and growth
 - Providing rich assessment tasks that enable the student to improve and learn
 - Creating environments where students can learn in a collaborative, supportive, experiential, independent and safe environment.

¹ ***“To transmit, to listen, to study, to meet the other in her or his uniqueness and to go up to Jerusalem”***



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- Actively modelling the processes of learning; including self-reflection, critical thinking, collaboration, research and learning ownership
- Encouraging innovation, creativity and dialogue
- A Religious Education program is offered from Year 7 to Year 12 that supports the spiritual formation.
- Curriculum opportunities that contribute to reconciliation, service and justice are embedded.
- Learning is personalised and meets individual needs including explicit learning support and enrichment.
- The curriculum is implemented:
 - in accordance with the Victorian Curriculum and Assessment Authority and Catholic Education Melbourne requirements
 - under the direction of the Deputy Principal Learning and Teaching together with the College Curriculum Team
- Curriculum documentation explicitly outlines; the Victorian Curriculum content, pedagogical practices including literacy and the general capabilities, formative and summative assessment
- Learning and teaching programs:
 - are planned, documented and reviewed annually
 - are supported by the implementation of the College Assessment and Reporting Policy
- Provide opportunities that are personalised and meet individual learning needs
- Provide a learning environment that connects students to local and global issues and experiences
- Embed, promote and monitor literacy and numeracy skills across the curriculum
- Provide opportunities to contribute to the community through taking action and commitment to service and justice
- Ensure the curriculum cultivates learning skills that encourage critical thinking, analysing, experiencing, researching, conceptualising and reflecting
- Foster opportunities for students to take responsibility for their own learning
- Allow for enriching and contemporary learning through co-curricular activities
- Ensure curriculum is supported by the implementation of the College Assessment and Reporting Policy
- Students' subject selection is planned and uses relevant student data to support students, parents and teachers in deciding courses of study for students
- The College provides learning support and enrichment opportunities and programs
- Ensure curriculum is planned, documented and reviewed annually
- Use various forms of data to inform teachers about the learning needs of the students in their classes and to monitor learning progress
- Student learning is monitored in accordance with the College's Achievement Policy
- Professional learning is an integral part of our teaching and learning practice
- Teachers are provided with opportunities to reflect on their practice and collaborate in order to improve student learning outcomes
- Curriculum provision supports the learning pathway needs of students



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Related Polices and other documents

- Victorian Curriculum Assessment and Reporting documents
- Catholic Education Melbourne – ‘Horizons of Hope’ Education Framework
- Catholic Education Melbourne – Religious Education Framework Years 7-10
- Characteristics of a Sionian Education
- College Policies:
 - College Achievement Policy
 - Assessment and Reporting Policy
 - Learning Support Policy
 - Gifted and Talented Policy
 - Professional Learning Policy

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