



CURRICULUM IN CATHOLIC EDUCATION

Scope: This policy applies to all Catholic kindergartens, schools and colleges conducted by Catholic Education - Diocese of Rockhampton (referred to as CEDR in the document).

1. POLICY STATEMENT

Kindergartens, schools and colleges conducted by Catholic Education - Diocese of Rockhampton (CEDR) will develop and implement a program of learning informed by and aligned with the following:

- Kindergartens:
 - CEDR Religious Understandings and Spirituality Framework for Kindergartens (2021)
 - Queensland Kindergarten Learning Guideline (Queensland Curriculum and Assessment Authority)
- Schools:
 - Diocesan Religious Education Curriculum P-10 (2020)
 - Australian Curriculum, P-10
- Colleges:
 - Diocesan Religious Education Curriculum P-10 (2020)
 - Study of Religion, Religion and Ethics, Compass (Certificate III in Christian Ministry and Theology) or Compass Plus (Certificate IV in Christian Ministry and Theology) for Year 11 and 12 students
 - Australian Curriculum, P-10
 - Queensland Curriculum and Assessment Authority (QCAA) syllabuses (Years 11-12)
 - Vocational Education and Training courses at Levels I-4 in the Australian Qualifications Framework.

Each educational community must ensure that the program of learning offered:

- promotes the vision and mission of Catholic Education, is attentive and responsive to the needs of students and is illuminated by the Gospel message
- has regard to the ages, ability, aptitudes and development of the school's students
- promotes continuity in the learning experiences of the students
- provides a breadth, depth and balance of learning appropriate to students' phases of development, across an appropriate range of learning areas and supportive of young people's future pathways
- is consistent with the *Alice Springs (Mparntwe) Education Declaration*.

The curriculum offered must fulfil the requirements of the current Non-State School Accreditation Board's *Review Program Guidelines*, align with QCAA senior syllabus expectations and processes, and reflect CEDR advice on implementation of the Australian Curriculum.

2. DEFINITIONS

Curriculum incorporates all the activities and experiences planned and offered in a school community that promote each student's holistic learning and development.

Curriculum in Catholic Education about forming the human person, enabling them to live life to the full by growing in wisdom and understanding. It is designed not simply to impart information or to provide training aimed at economic benefit to society. Curriculum in a Catholic school is "future-oriented... [promoting] a deep, intelligent and meaningful relationship with Jesus which becomes the axis on which all else turns...Developing such an outlook and capabilities in their students is the great hope of Catholic school teachers, the reason why we get up in the morning and look forward to re-engaging with our students" (D'Orsa, J. & T., Catholic Curriculum. 2012).

The **Australian Curriculum, Assessment and Reporting Authority (ACARA)** is a statutory body of the Australian Government. ACARA takes a national leadership role by providing an authoritative source of advice on national curriculum, assessment and reporting, and by setting high educational expectations for all Australians. The stated vision of ACARA is to inspire improvement in the learning of all young Australians through the development and ongoing refinement of the Australian Curriculum, national assessment including NAPLAN and public reporting on schooling in Australia.

The **Queensland Curriculum and Assessment Authority (QCAA)** is a statutory body of the Queensland Government. The QCAA is responsible for kindergarten guidelines and senior secondary syllabus development. This Authority provides resources and professional development opportunities to help teachers develop curriculum, teaching and learning programs from kindergarten to Year 12. QCAA also provides testing, assessment, moderation, certification and vocational education and training services to Queensland's education community.

The **Non-State School Accreditation Board (NSSAB)** works predominantly with governing bodies of non-State schools on aspects of accreditation and funding eligibility. NSSAB establishes and monitors compliance with accreditation requirements, including educational requirements, through a formal auditing process. It is an expectation that schools comply with accreditation requirements at all times.

Registered Training Organisations (RTOs) play a significant role in providing vocational education and training (VET) courses. Colleges may offer VET courses through an external provider or under their own auspices as an RTO.

3. DESCRIPTION

Inspired by the person and teaching of Jesus Christ, education communities across Catholic Education Diocese of Rockhampton seek to enable all to find and experience meaning for life. As Pope Francis recognised, "At the heart of the global changes we are called upon to embrace, love, decipher and evangelize, Catholic education must contribute to the discovery of life's meaning and elicit new hopes for today and the future" (Congregation for Catholic Education, *Educating today and tomorrow: a renewing passion*. 2014).

In keeping with the CEDR Vision and Mission, the curriculum offered in CEDR kindergartens, schools and colleges is characterised by:

- respect for individual dignity and uniqueness
- respect for ideas, openness to dialogue and the ability to interact and work together in a spirit of care
- a wealth of opportunities that help young people grow and develop their abilities and talents in a climate of cooperation and collaboration
- a balanced focus on cognitive, affective, social, ethical and spiritual aspects.

With a commitment both to a sincere, ongoing engagement between faith and learning and to the national goals for schooling (*The Alice Springs (Mparntwe) Education Declaration*), kindergartens, schools and colleges across CEDR provide an education that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. The curriculum in which our students engage will promote excellence and equity, enabling all of our students to become confident and creative individuals, successful lifelong learners and active and informed members of the community.

4. IMPLEMENTATION ISSUES

Directors of Catholic kindergartens will:

- implement the Queensland Kindergarten Learning Guideline (QCAA) and Religious Understandings and Spirituality Framework for Kindergartens (2021).

Principals of schools and colleges will:

- implement the Diocesan Religious Education Curriculum P-10 (2020) and at least one of the following for Years 11 and 12 students: Study of Religion, Religion and Ethics, or Certificate III or IV in Christian Ministry and Theology
- develop and regularly review their whole-school curriculum plan to ensure currency, alignment with requirements, breadth and depth, and appropriateness for successful, productive, engaging student learning
- ensure the whole-school curriculum plan provides a coherent overview of how the curriculum is designed and organised to result in purposeful, relevant learning in each subject/learning area, at each year level
- implement systems to ensure time allocations and subject offerings reflect CEDR and NSSAB requirements (see Attachments 1 and 2)
- fulfil QCAA requirements, processes including endorsement and confirmation and directions for programs of study in Years 11 and 12
- provide a quality child safety curriculum for all students
- participate in the National Assessment Program as determined by national and state authorities
- commit to cycles of continuous improvement and establishing clear accountabilities in the monitoring of student academic performance and wellbeing
- where relevant, adhere to the Standards for Registered Training Organisations 2015 to ensure consistent, high-quality vocational education training and assessment.



5. REFLECTION MATERIAL

CATHOLIC EDUCATION POLICIES AND DOCUMENTS

- Catholic Education Diocese of Rockhampton (2019) [*Defining Features of Catholic Schools in the 21st Century*](#)
- [*Teaching and Learning Framework*](#) 2019
- *Child Safety Curriculum Early Years* 2016
- [*Diocesan Religious Education Curriculum P-10 2020*](#)
- *Religious Understandings and Spirituality Framework for Kindergartens*
- [*Learning in the Preparatory Year*](#) 2019/07
- [*Personal and Social Development Education*](#) 2017/06
- [*Religious Education*](#) 2020/09

RESOURCES

- Australian Curriculum, Assessment and Reporting Authority [*The Australian Curriculum*](#)
- Australian Government Department of Education, Employment and Workplace [*Early Years Learning Framework for Australia: Belonging, Being and Becoming*](#) 2022
- Australian Government [*Standards for Registered Training Organisations*](#) 2015
- Catholic Education Diocese of Rockhampton, [*Curriculum site*](#)
- Congregation for Catholic Education, [*Educating today and tomorrow: A renewing passion*](#)
- [*Daniel Morcombe Child Safety Curriculum*](#)
- D'Orsa, J. and T. (2012). *Catholic Curriculum: A Mission to the Heart of Young People*
- Education Council, Australia. [*Alice Springs \(Mparntwe\) Education Declaration*](#) (2019)
- Instruction of the Congregation for Catholic Education, [*The identity of the Catholic school for a culture of dialogue*](#)
- Non-State School Accreditation Board [*Review Program Guidelines*](#)
<https://nssab.qld.edu.au/Pdf/educationalguide1.pdf>
- Queensland Curriculum and Assessment Authority syllabuses
- Queensland Curriculum and Assessment Authority [*Queensland Kindergarten Learning Guideline*](#) 2019
- Queensland Curriculum and Assessment Authority, 2019. [*Continua of Learning & Development QLD Kindergarten Learning Guideline Companion*](#) 2019
- Queensland Catholic Education Commission [*Queensland Catholic Schools and Curriculum*](#) 2021

ATTACHMENT ONE: Learning Area time allocations and curriculum requirements, Years P-10

These minimum recommended time allocations and Australian Curriculum requirements are informed by the strategic directions of Catholic Education Diocese of Rockhampton and our shared agreement about student learning priorities (articulated in the *Curriculum in Catholic Education* policy). The recommendations are aligned with advice from the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Queensland Curriculum and Assessment Authority (QCAA), and the Non-State School Accreditation Board (NSSAB). Within these recommendations, schools retain flexibility to decide how to organise time and deliver the curriculum, in keeping with their stated philosophy and aims.

The minimum time allocations (hours per week) for Years P-6 are as follows:

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	2	2	2	2	2	2	2
English	7	7	7	7	7	7	7
Mathematics	5	5	5	5	5	5	5
Science	1	1	1	1.8	1.8	1.8	1.8
Health and PE	2	2	2	2	2	2	2
HaSS	1	1	1	2	2	2.5	2.5
The Arts	1	1	1	1.5	1.5	1.5	1.5
Technologies	0.5	0.5	0.5	1	1	1.5	1.5
Languages	1	1	1	1	1	1	1

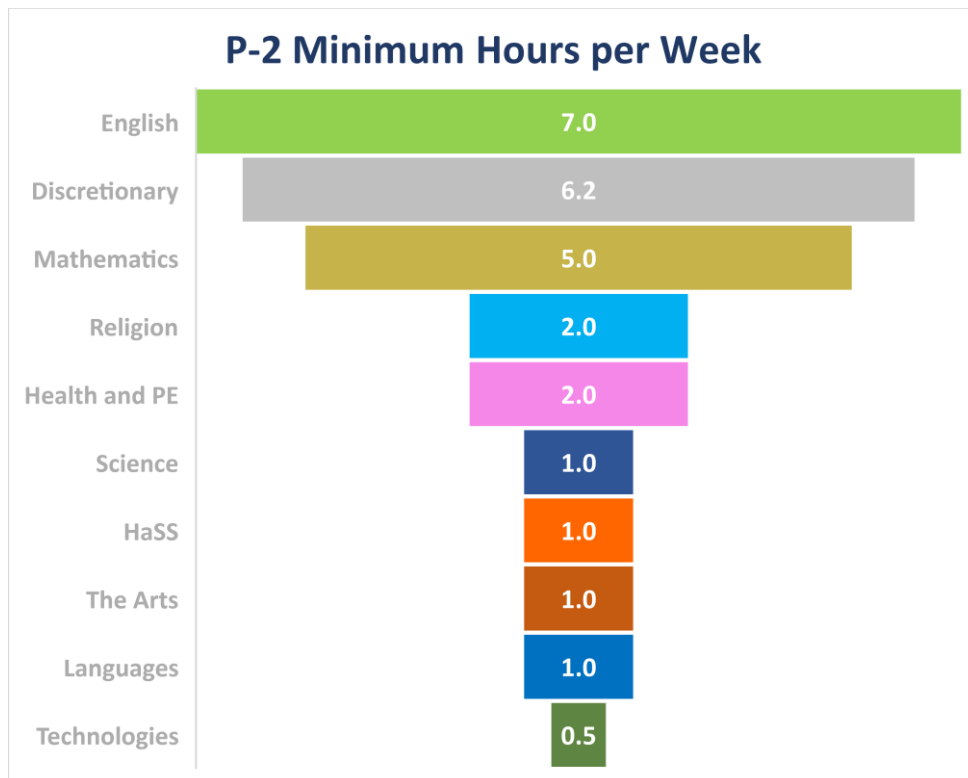
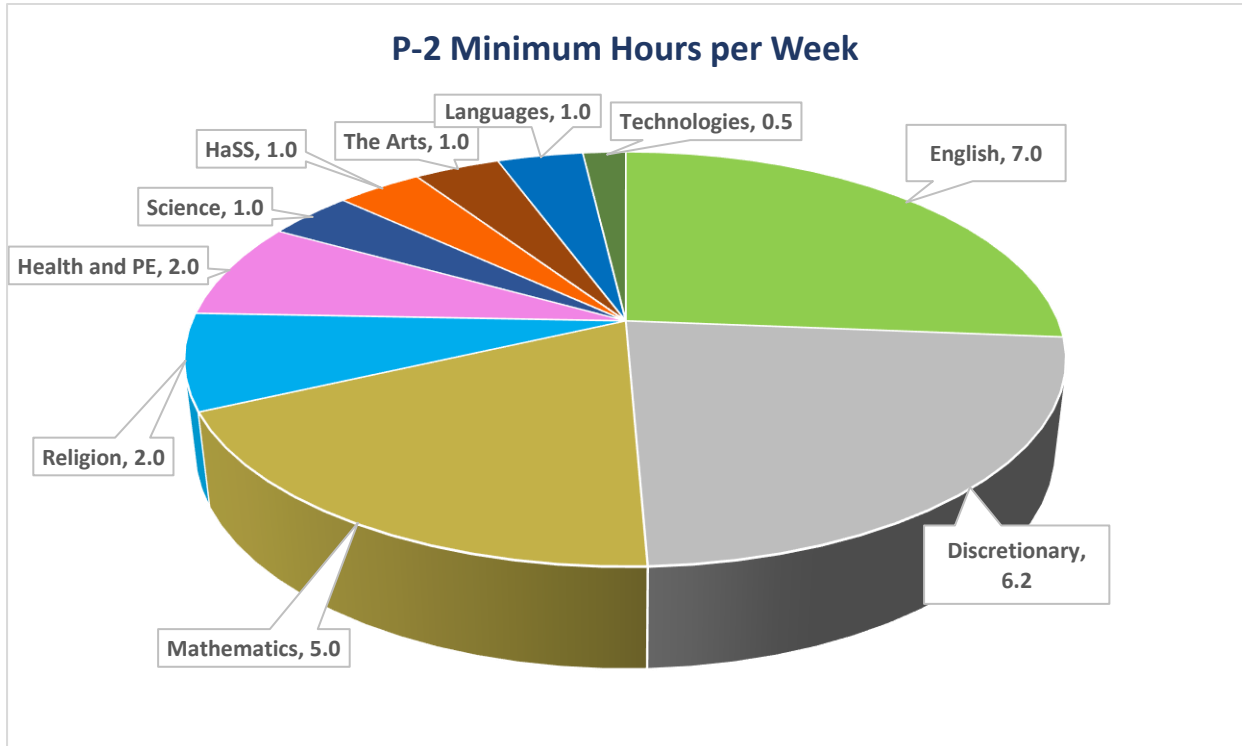
The minimum time allocations (hours per year) for Years 7-10 are as follows:

		Year 7	Year 8	Year 9	Year 10
Religion		80	80	80	80
English		120	120	120	120
Mathematics		120	120	120	120
Science		100	100	120	110
Health and PE		80	80	75	75
HaSS	History	40	40	40	45
	Geography	40	40	40	45
	Civics & Citizenship	20	20	20	20
	Economics & Business	20	20	40	45
The Arts		80	80	75	75
Technologies	Design & Technologies	80	80	75	75
	Digital Technologies			75	75
Languages		80	80	75	75

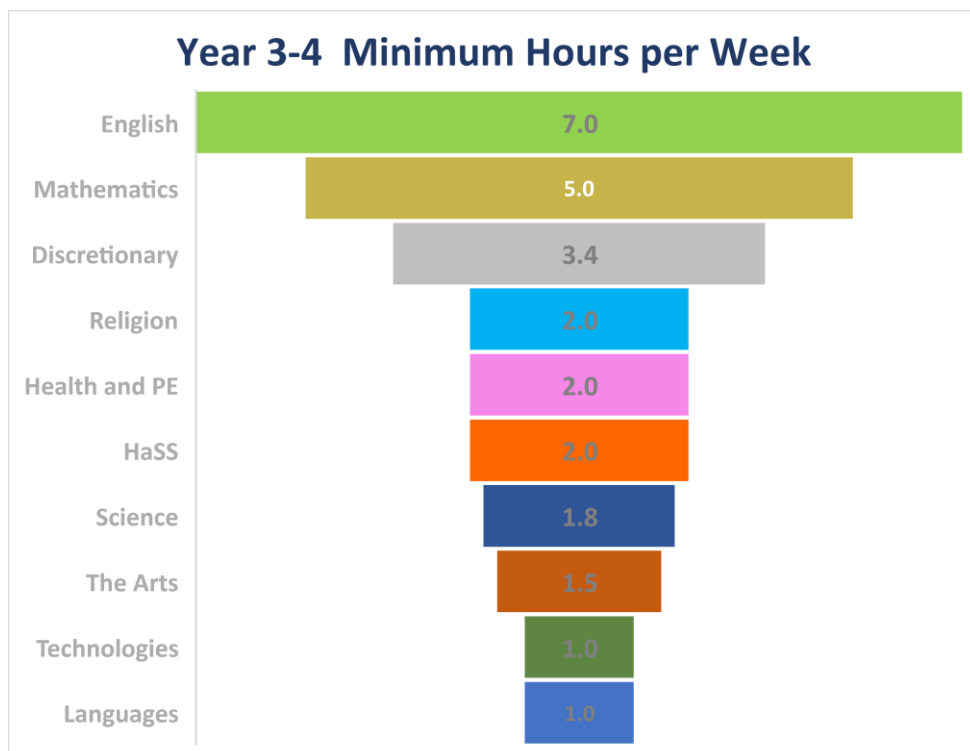
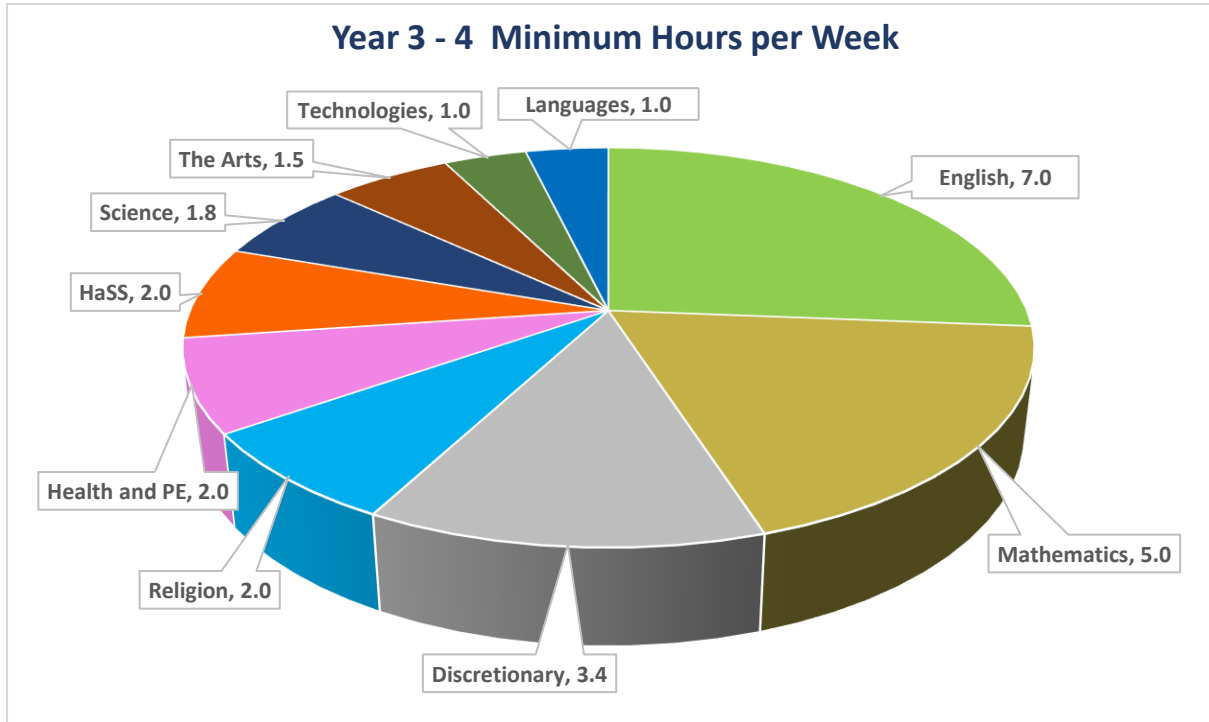
Notes:

- All students will study Religion each semester from Prep to Year 12.
- The Australian Curriculum has been developed on the basis that all students will study English, Mathematics, and Science *in each year of schooling* from Prep to Year 10.
- In addition, the Australian Curriculum is written on the basis that all students will study:
 - Health and Physical Education
In this Learning Area:

- In Years P-9, all students will study HPE
 - In Years 7-8, students study HPE for at least one semester each year or two semesters across the band
 - In Year 10, HPE can be offered as an elective
- b. Humanities and Social Sciences, which comprises five subjects
- i. Humanities and Social Sciences (Prep to Year 6). In these years, students are introduced to the disciplines of History and Geography from Prep, Civics and Citizenship from Year 3, and Economics and Business from Year 5
 - ii. Civics and Citizenship (Years 7–10)
 - iii. Economics and Business (Years 7–10)
 - iv. Geography (Years 7–10)
 - v. History (Years 7–10)
- In this Learning Area:
- In Years Prep-6, all students will study HaSS
 - In Years 7–8, all students will study History, Geography, Civics and Citizenship, and Economics and Business
 - Across Years 9–10, students will study at least two semesters of HaSS, one of which must be History; access to Geography, Civics and Citizenship, and Economics and Business will be determined by individual schools.
- c. The Arts, which comprises five subjects:
- i. Dance
 - ii. Drama
 - iii. Media Arts
 - iv. Music
 - v. Visual Arts
- In this Learning Area:
- In Prep-6, the curriculum has been developed to allow for the study of the five arts subjects. The Arts can be taught and learned as individual disciplines, or as integrated units within The Arts or across the curriculum.
 - In Years 7-8, the curriculum has been written to allow students to experience one or more of The Arts subjects in depth, across the band
 - In Years 9-10, the curriculum is written to allow students to specialise in one or more of The Arts subjects, across the band
- d. Technologies, which comprises two subjects:
- i. Design and Technologies
 - ii. Digital Technologies
- In this Learning Area:
- In Years Prep-6, all students will study Technologies as separate subjects or integrated
 - In Years 7-8, students study both Technology subjects for at least one semester each across the band
 - In Years 9-10, access to Technologies subjects will be determined by individual schools.
4. Languages are a valued part of a comprehensive, contemporary education. All schools and Colleges are encouraged to give students opportunities to engage in learning a language (in addition to English) in P-10.
 5. Catholic schools strive to educate the whole person: spiritually, intellectually, physically, emotionally, and socially. Personal and Social Development Education (PSDE) includes all activities and experiences in a school community that promote holistic development; it is a required part of every student's learning. Schools will decide how the required learning outcomes are shaped and organised. There is no specific time requirement for PSDE.
 6. Discretionary time will be allocated to activity designed to support the Religious Life of the School (such as daily prayer, assemblies with a religious or social justice focus, hymn practice, liturgy, outreach), PSDE (beyond what is covered in other parts of the curriculum), pastoral care, administration time, electives in Years 9-10, careers education, assemblies, etc.

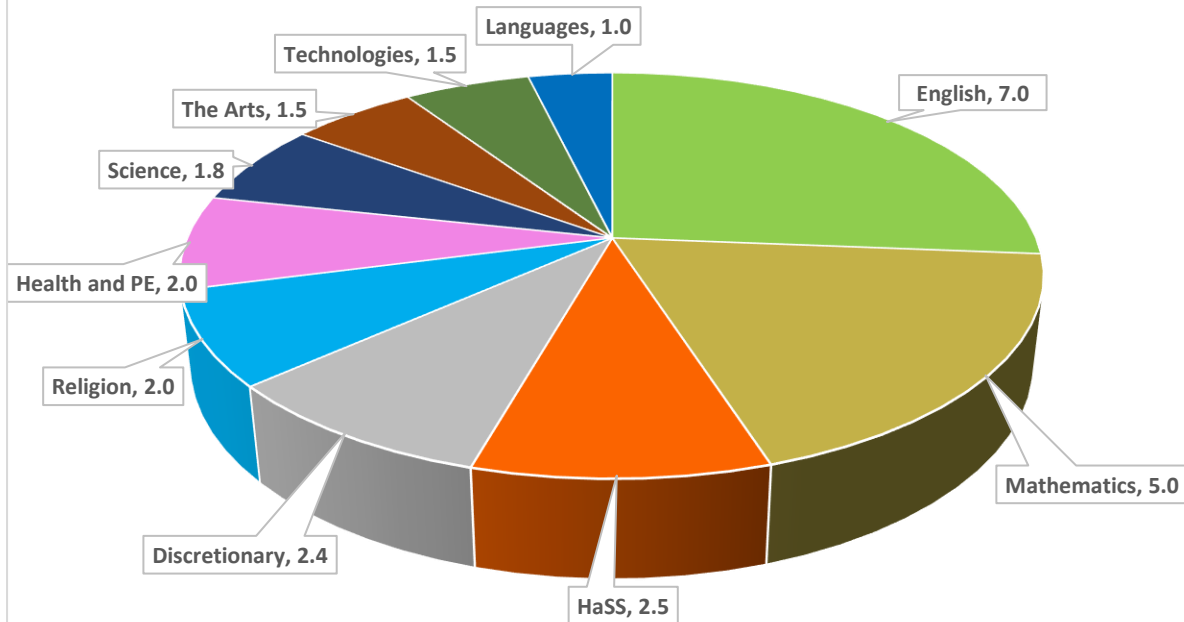


This advice should be considered together with the *Curriculum in Catholic Education* policy. Please note that Languages are not mandatory but should be offered where possible.

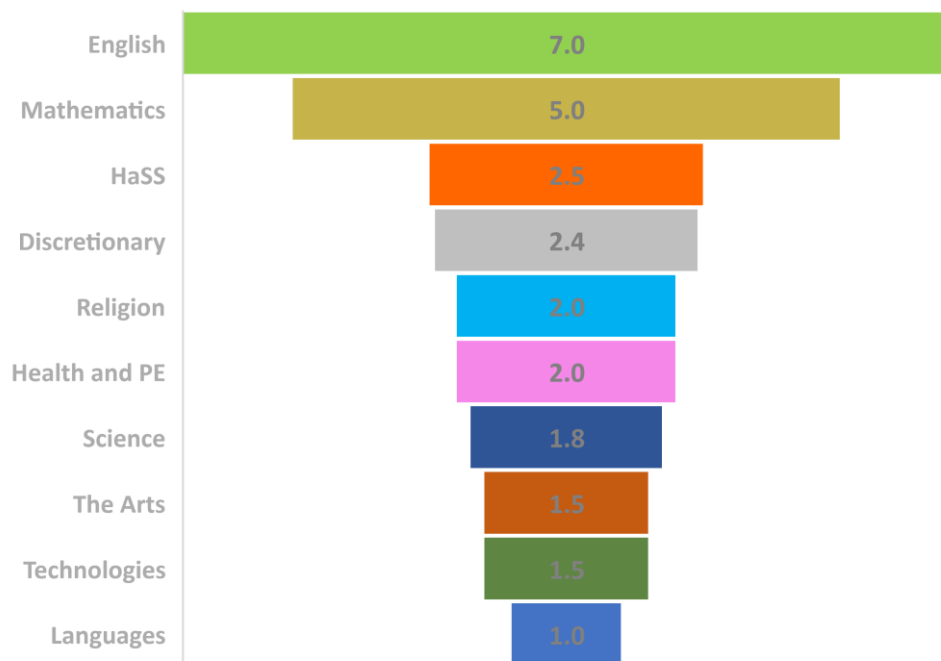


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Year 5 - 6 Minimum Hours per Week



Year 5-6 Minimum Hours per Week



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