

SECTION 4 : CURRICULUM

4.1 CURRICULUM POLICY

RATIONALE

The curriculum encompasses all the learning experiences that are planned, guided and sponsored by the school. The individual student with his/her needs, abilities and interests is the centre around which the curriculum is focussed. The whole environment of the school with its many varied experiences as well as the valuable traditions of the past, contribute to the total growth of each individual student.

As a Catholic school under the auspices of the Missionaries of the Sacred Heart, Daramalan nurtures a strong religious spirit and aims to provide opportunities for students to grow in a real relationship with Jesus, as they come to understand the tenets of the Catholic faith and commit themselves to the service of others for the love of Jesus. This curriculum policy is based on such gospel values as faith, respect for the individual, truth and learning and community.

POLICY

The curriculum at Daramalan will provide opportunities for all students to grow to their potential in all areas of life, including the religious, the intellectual, the academic, the vocational, the emotional, the civic and the physical. It is intended also to give students the skills and attitudes for life long learning. The curriculum will also meet Territory and national government requirements.

APPLICATION

1. Effective Religious Education programs and engaging liturgies are essential, but the faith dimension should pervade all the learning experiences of the students. Teachers are expected to reflect a strong spirit of faith in their own lives in order to help build a community of faith in the College. Emphasis is placed on a way of living that also helps to build community.
2. Respect for the individual in the curriculum will be shown in many ways by:
 - a. offering courses that will meet individual needs and learning styles as closely as possible. This implies a wide variety of courses, differentiated teaching, flexible programming, extension opportunities, learning support programs, links with the wider community, local businesses and other institutions and preparation for life in the post school years;
 - b. teaching methods and attitudes that promote mutual respect and affirming relationships between teachers and students;
 - c. assessment and reporting policies, which acknowledge that all students can learn effectively;
 - d. the development and presentation of courses that promote respect for others, especially the disadvantaged;

- e. careful and realistic guidance to students in making subject choices;
 - f. acknowledging achievement at whatever level in all activities;
 - g. providing co-curricular activities to meet the interests of as many students as possible;
 - h. providing staff development opportunities to meet the changing needs of teachers and their continuing education.
3. In emphasising truth and learning, Daramalan aims to help students strive for the highest level of achievement in learning of which they are capable. While excellence can be seen as an absolute, there is a relative level at which individuals should be challenged to perform excellently with their respective talents. We encourage all students to attain this level. A commitment to study is stressed, as well as critical thinking which should be applied to academic studies as well as religious and social values. In all learning, we remember that ultimate truth is found in God and it is that truth that makes us free (John 8:32).
 4. Teaching programs for various subjects should include, where possible, the study of issues, texts and ideas, which allow discussion of topics connected with the gospel values that the College stresses. Thus, respect for the individual will be fostered through the understanding of issues connected with justice and peace and with the needs of groups such as indigenous people and migrants; community and faith will be enhanced by class activities, which express those values.
 5. Excursions are encouraged within Daramalan College as learning experiences which contribute to the education of students and build a sense of community and common purpose. However, excursions must be seen to relate to the curriculum, respect the principles of gender equity and social justice, conform to the requirements of good order within the College and be conducted in a way which protects and promotes the moral and physical well being of the students.
 6. Students from other schools may accompany a College excursion only with the permission of the Principal. Permission will usually only be given if there is some advantage to the excursion.
 7. Detailed management practices to ensure safe conduct of excursions are developed and approved by the Principal.
 8. Students are encouraged to participate in at least one form of co-curricular activity each year.
 9. An appropriate system of pastoral care is implemented to help students grow in personal responsibility for their own actions and in their relations with others.
 10. Equal opportunity is afforded to both girls and boys in all aspects of College life. Subject fees are not charged which allows students to choose courses without concern over additional costs.
 11. Curriculum needs regular evaluation through consultative processes.

Revised and re-approved August 18, 2015