The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. (Australian Curriculum – Rationale)

At St. Joseph’s we believe:
: That language is our most common system for communication and knowing. It is a gift to be nurtured as a central resource in our lives.
: That our students need many opportunities to use language, not only in the classrooms but also the wider community.
: The teaching of language permeates all of the curriculum, draws its content from all areas of curriculum and is a prerequisite for success in all areas of curriculum.
: That there are many people outside of the school who can enrich the ongoing development of our program, and that our program should reflect community needs.

The collaborative construction of the St Joseph’s English Program clearly defines that teachers have the responsibility to provide opportunities for learners to:
- Learn language in real life and purposeful learning situations in order to become multiliterate citizens.
- Learn language in a way that allows them to be confident.
- Apply what they learn in varying contexts and to experience a sense of accomplishment and enjoyment in these applications.
- Be challenged to experiment and take risks with its use.
- To receive ongoing and supportive feedback which allows them to progress in their learning.

As a school, St Joseph’s acknowledges the need to facilitate experiences where:
- Learners are exposed to multimodal tasks across the three substrands of language, literature and literacy. The learning of language is in context and for real purposes.
- The use of language is in flexible learning situations.
- There is variety, continuity and balance in opportunities across all year levels.
- There is integration of language teaching in all LAO.
- Collaborative planning and evaluation of programs, units, learning experiences and resources is highly valued.
- A range of assessment types and techniques are employed.

In implementing these opportunities through the construction of the Language Program, consideration has been given to the cultural and social context of the school community, the needs which arise from individual differences of learners as well as fostering student responsibility for and reflection upon language learning.
SCHOOL ORGANISATION

St Joseph’s organises the curriculum into two distinct schooling areas, early years and middle years. The curriculum has been organised with close consultation from classroom teachers within these schooling areas to create our school’s scope and sequence for each learning area.

The curriculum content for each learning area is a mixture of both discrete and integrated units, depending on the content descriptors covered. We have made a conscious decision not to make tenuous links to descriptors. At all times we are mindful of the intent behind the different learning areas aims and approaches.

Specialist Teachers
In P-3, the arts is catered for by a specialist, Helen Osborne. In 4-7, science is catered for by a specialist, Pauline Merefield. Instrumental music is offered from year 4. Guitar is offered from year 4. Artists in residence workshops are conducted for P-7’s by Leslie French. Enrichment days are conducted every term with half the day focused on investigative science and the other on physical education.

Below is a suggested timetable for St Joseph’s.