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Situational Analysis

St Thomas Aquinas is a co-educational primary school with an enrolment of about 180 students from a variety of cultural backgrounds attending the school.

This Curriculum Document has been written in line with our School Mission Statement, our Belief Statement and Cross Curriculum Perspectives.

Over the years we have had teachers of Bhasa Indonesian to teach Indonesian to all classes.

The last few years it became impossible to employ a teacher of the Indonesian language so we have used Voice Point with Kylie Parsons.

Due to depleted finances we have only been able to have Voicepoint for four classes each year for the past four years.
Catholic Ethos

At St Thomas Aquinas we believe that ‘Catholic Ethos’ is an integral part of our school community and curriculum. We believe this directs teaching and learning in the experience in the Indonesian program and is the framework in which each teaching and learning experience is treated.

Vision Statement

To encourage the growth of each person through friendship with Jesus.

Mission Statement

At St Thomas Aquinas we live out our Vision in four main ways, through Faith, People, Education and Innovation.

FAITH
- We live out our Gospel values in a Christ-centred community.
- We believe in an education in Catholic faith where all members of the Parish/School community lead by example.

PEOPLE
- We value the uniqueness of all members of our community and encourage them to share their gifts.
- We respond to the needs of others.
- We build compassionate, caring and forgiving relationships.

EDUCATION
- We believe achievement has its own intrinsic rewards.
- We provide an exciting and challenging environment in which each individual is encouraged.
- We celebrate the joy of discovery and appreciate that mistakes and risk taking are steps to learning.
- We develop each person’s growth intellectually, emotionally, spiritually and socially in an atmosphere of love and respect.

INNOVATION
- We believe that our community will continue to grow and change and we must meet and welcome these challenges.
- We renew our mission through reflection and education.
- We search for new ways to proclaim the Gospel.
Rationale

Teaching and learning about other cultures and nations has been an important aspect of the school curriculum. As Australian society becomes more multicultural, there is an even greater need to include studies of Asia into our school curriculum. A more informed understanding between the nations and peoples of Australia and Asia tends to aid the development of informed relationships.

In learning about Asia, human experience is the starting point. Despite differences in language, culture and environments, the basic spiritual, intellectual, emotional and physical needs of human beings are the same. Awareness of our similarities to our Asian neighbours, and our interdependence, can contribute to empathy and increased understanding.

As well as enhancing knowledge and understanding of Asian cultures, studies of Asia contribute to students' social and intellectual development by extending their knowledge, skills and vocational opportunities and aspirations; and by developing their understanding of themselves, their own society and the richness of human experience.

(Studies of Asia; a statement for Australian Schools (p.3)
Across Curriculum Perspectives

At St Thomas Aquinas Primary School we believe that the Catholic School offers a particular cultural experience that is grounded in ‘..a Christian view of the world, of culture and of history’. (CSTTM 1997,n14). This translates into a Christ –centered orientation that permeates all aspects of school life including relationships, structures, celebrations and routines, as well as the formal curriculum. (Archdiocese of Canberra and Goulburn, Treasures New and Old Core Document, Religious Education Curriculum. ACT 2000).

Aboriginal and Torres Strait Islander Education

At St Thomas Aquinas we recognise and value the contributions made by the Aboriginal and Torres Strait Islander cultures to Australia’s identity. It is important to recognise the closeness our Asian neighbours and that our students develop an awareness of the spiritual nature of these people’s relationship with their environments.

Australian Education

An Australian perspective in LOTE recognizes and values the unique cultural, natural and social heritage of all Australians. At St Thomas Aquinas we recognize and value the dynamic nature of Australian society. We encourage an understanding of Australian history, society and economic structures especially as they relate to other cultures, customs and practices. We appreciate the diversity of the Australian identity.

Environment Education

At St Thomas Aquinas we believe that each and every person has a role to play in protecting and sustaining the environment. We encourage positive attitudes towards the preservation of the natural environment and promote confidence and skills to make positive changes to protect the ecosystem.

Gender Equity

At St Thomas Aquinas we acknowledge that in the eyes of God people of all cultures are equal. We recognize the importance of providing a gender equitable environment. We model skills and behaviours that assist students in developing equal and respectful relationships with each other, regardless of gender.

Information Communication and Technology

At St Thomas Aquinas we believe that Information and Communication Technology is an integral part of our curriculum. The staff and children have the opportunity to locate, evaluate, select, organize and present information in relation to Studies of Asia Education. Internet access and the inclusion of Interactive Whiteboards in each classroom as well as The Information Literacy Centre ensures all children have the opportunity to use these new technologies.

Literacy
At St Thomas Aquinas we believe that literacy is an intergral part of our curriculum. This is fostered by providing opportunities for children to express and learn about their Asian neighbours through reading, writing, talking and listening.

**Multicultural Education**

At St Thomas Aquinas we provide the children with the opportunities to explore other customs. We value the richness of cultural and ethnic diversity, which exists within our community. We ensure that the values, backgrounds and faiths of our community are respected. We provide opportunities for children to participate in Multi-cultural events especially during Asia Week.

**Special Needs**

At St Thomas Aquinas we accept children with a wide range of abilities, individual differences and special needs. We encourage an open communication process between the child’s family and the school to work together to best meet the needs of all children.

**Work Education**

At St Thomas Aquinas we believe that Work education is an integral part of the curriculum. We endeavor to engage students in activities that promote an understanding of personal attributes (physical, intellectual, emotional) and how they affect personal performance in work tasks at home and at school. We promote an awareness of a variety of occupations and of the stereotypes that exist regarding different occupations. The Work education perspective provides children with opportunities to focus on development of life skills such as team work, problem solving and research activities. Work education also encourages the students to make informed decisions based on Christian teachings.

**Global Perspectives**

At St Thomas Aquinas we recognize and understand that Australia has a unique place in the world. We engage the students in activities that promote an understanding of ways in which our family, school and wider community are interconnected through our relationships with each other. We encourage the students to develop a sense of generosity and responsibility towards communities in need throughout the world and to appreciate that our prayers and actions are significant.
Social Justice Perspective

At St Thomas Aquinas all students have the opportunity to explore themes of Social Justice. We engage students in activities that promote the understanding that all people are created equal and that all people should be treated with dignity and respect. Students are encouraged to promote the rights of others.

“Christians are called to respect the dignity and uniqueness of each person” (Treasures New and Old” 2000:47)
School Exit Outcomes

As a school community we will work towards children leaving St Thomas Aquinas with the following qualities that we believe are enhanced by involvement in LOTE.

Spirituality
We want the children to grow in love for God
At St Thomas Aquinas we want the children to appreciate our Catholic faith tradition as well as the strong religious beliefs of others in our school. We will strive to lead children to be compassionate, forgiving, loving, truthful and fair. We would like the children to be prayerful, peacemakers and optimistic for the future.

Character
We want the children to grow in integrity and self-worth.
Our LOTE program provides opportunities for children to develop personal life-long qualities which will enable them to contribute to society in a positive and fulfilling way.

Thinking
We want the children to think critically, and reflect on their learning.
LOTE education provides opportunities for students to solve problems by learning about other cultures. The children will be encouraged to think critically and make independent choices. We want them to reflect on their learning by applying their learnings in a practical way to their everyday life and by becoming people who can make right choices independently.

Citizenship
We want children to value themselves and to live out our motto “To Care.”
Through researching other cultures children learn to value themselves, their families and others and develop values and attitudes that will equip them to participate as responsible citizens.

Communication
At ST Thomas Aquinas we want the children to listen effectively and speak confidently.
At St Thomas Aquinas we will provide opportunities for children to communicate their understanding of the uniqueness of others. Children will demonstrate and present these understandings in a variety of ways including drama, dance, music and writing.
Scope and Sequence

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<td>Stage One</td>
<td>Voicepoint – Colours, numbers, greetings, sports, time,</td>
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<td>Stage Two</td>
<td>Voicepoint – Colours, numbers, greetings, sports, time, at school. hobbies, at home</td>
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<tr>
<td>Stage Three</td>
<td>Studies of an Asian country – Bali, Japan</td>
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Asian Week

During this week the whole school has a special day of activities which include; puppetry, story telling, angklung, food, dance and games etc.

Multicultural Week

During Multicultural Week we have a special Mass where children are encouraged to wear National Dress and participate with readings etc.

Asian Dance Performances

We endeavor to organise a visiting performance during the year to give the children the opportunity to experience some Asian dance or storytelling.
Assessment

EARLY STAGE 1: Integrated with English

STAGE 1 and 2: Assessment by Voicepoint teacher in consultation with the classroom teacher. Children’s work is sent to Voicepoint teacher throughout the term for correction.

STAGE 3; Integrated with HSIE Units and English.

Reporting

At St Thomas Aquinas written reports are sent home to parents during Term 2 and again towards the end of Term 4.

Formal parent teacher interviews are held following the Term 2 report and before the Term 4 report.

Informal interviews are held whenever requested by teachers or parents.
Resources

Asian Cultures – an Introduction for the Primary school, Sarah Jane Parkinson and Dianne Campisano

Japan- Literature based Multi-cultural unit.
Fundamentals – Numbers, Lucy Lingohr
Fundamentals – Colours, Lucy Lingohr
Concise Indonesian Dictionary
Look at Indonesia.
Communicating in LOTE
Asian Art
Art of Japan, Kate Hart
Art of Indonesia, Kate Hart
Art of China, Kate Hart
How to draw Manga
Bali
From Kancil to Kartina, Carmyl Winkler
Indonesian Activity Book
Indonesian Folk Motifs
Christmas in Asia
Indonesian Kaleidoscope
First book of Origami

Asia Our Neighbour – Video Bangladesh and East Timor