

Australian Curriculum

Will St Philomena DE be following the Australian Curriculum?

St Philomena prides itself on offering a classical, Catholic education for all its day and distance education students. As a result, some content learnt by your child may be at times different to what their counterparts may be learning at their local state or private school in a particular subject or year level. We do however, as part of mandatory government requirements, use the Australian Curriculum (ACARA) as our structural education framework from P-10 and the Queensland syllabus documents from QCAA in Years 11 & 12 in our unit designs and overall planning. Students in Year 12 can graduate with the QCAA issued *Queensland Certificate of Education*. Teachers also use the Achievement Standards and Descriptors found in each subject and year level of the Australian Curriculum to guide their assessment and lesson planning, especially in determining the 'C' standard for each assessment. ACARA also helps to guide teachers in what are the expected benchmarks they must reach by the end of each academic year or band level. These achievement standards and descriptors also help the school to differentiate and modify aspects of the curriculum so that every child is truly able to learn. In 2025, Mathematics and Science have been updated to version 9 of the Australian Curriculum with other areas staggered in delivery until full implementation in 2028.

Sport

How will 'PE' or Sport be taught in Distance Education?

As classes are in Distance Education mode, Health and PE or 'Sport' will be part of a connected group of subjects called 'Integrated Studies', in Years Seven and Eight. Within 'Integrated Studies', there may be selected lessons which have some Health or sport related activities for your child to complete in the context of the topic which they are studying. As a result, some suggested physical activities may also have a 'Fitness Log' type component to complete as part of their formative or summative assessment. In addition, to selected activities, we recommend your child participate in at least half an hour of physical exercise for at least 3x a week for their own physical and mental health and wellbeing. Furthermore, if your child has access to local sporting, athletic or swimming clubs, this would be a highly recommended way for your child to experience team-related sports not able to be conducted in a distance education mode of learning.

Format of Lessons

What format will St Philomena DE Lessons take?

Technology has made a huge difference to improving the mode and scope of delivery for Distance Education in Australia, especially in the last twenty or so years. Using Microsoft Teams and the Internet, students will have the opportunity for 'face to face' virtual teaching time with their teacher and peers for at least twice a week in each subject area, with perhaps three shorter online lessons a week for English and Mathematics. The amount of time each lesson will take will be up to the teacher and the content needs of a particular subject, however, as what occurs with the day school, lessons will be timetabled according to 55–60-minute time slots. Outside the online time spent in a lesson, and in other lessons timetabled for the week in each subject, the student will be expected to complete set work and assessments in their subject course-papers and more impromptu work tabled by teachers on the subject class page. As Distance Education gets more established, teachers may also offer pre-recorded lessons and Power Points for students, or in some possible situations, distance education students might join day students in a 'hybrid' lesson structured and recorded by a subject teacher in real time within a day school classroom. In addition to online lessons, the subject teacher may use technology and the Internet for online videos, educational programs (eg Typing Club), and carefully selected website research which need to be accessed by students for learning purposes. Please be assured that the school will use such technology in a limited and carefully censored format. Such technological learning episodes will need to be vetted and approved by the Whole School Curriculum Coordinator, before teachers can include it in their daily teaching episodes and curriculum. Such access to restricted technology will be given through the class webpage on the SPS DE Website. We will not be expecting students to research or access sites on the Internet 'open slather' and uncensored; as a traditional Catholic school, we are aware of the spiritual and moral dangers unsupervised and uncensored Internet learning can have on young, impressionable minds.

Paper-based Learning

Outside the online lesson or learning with the teacher, the vast majority of distance education work will be completed via 'pen and paper' method. Pen and paper learning that is teacher directed and academically focused has proven, over time, to be the most effective method of instruction and is central to our classical based philosophy of Catholic education. By reading and studying great literary masters and expressing one's ideas through physical writing, students gain a greater understanding and appreciation of wisdom and knowledge. Their cognitive skills broaden, they learn to solve problems logically and creatively, and they learn to pursue all that is good, noble, beautiful and true. Through written expression students are known to retain and apply more information than

what they do when they type on a word processor and ‘copy and paste’ visual ideas from others on a laptop screen. For this reason, students will be provided with a learning pack or satchel, for each unit of subject study they encounter. The satchel will contain an Instruction book which will provide lessons of work and information. This instruction manual may be used in tandem with, or in place of a textbook required for that subject. The student will be able to write in this booklet, and answer the various questions, practice examples and exercises it may provide. For this reason, an exercise or ‘lecture pad,’ will be necessary to complete set exercise and summarize information or take down notes during on-line lessons or lectures delivered by the teacher. A Supervisor’s Guide will be a booklet that provides the sequence of lesson plans in succinct detail for the learning supervisor who may accompany the student’s learning. Finally, an assessment booklet will be provided with each unit of work. In this booklet, the students will be expected to complete their assessments which then may be scanned or posted back to their class teacher by the required due date. In these booklets, the student and supervisor will find the task sheet and set conditions, the marking guides, exemplars, scaffolds and working space provided for the assessments to be completed and returned to their teacher. The assessment folio will also contain the Student and Supervisor Declaration slips which will need to be signed as a part of the integrity process of the assessment. Students will also present their assessments, where possible, through ‘*Turn It In*’, an online facility which checks for any plagiarism and the originality of the students’ work.

The Role of the Learning Supervisor

The Year Seven or Year Eight student cannot be relied upon to complete the whole teaching and learning process independently. Online, and by telephone, students will have access to their class or subject teacher to deliver lessons and assist with work in school hours. However, an independent adult with integrity and objectivity will be required to supervise the learning and assessment process daily at home and be the chief point of contact for the teacher should learning or behavioral needs arise. The Supervisor does not need to be a qualified teacher. It could be a parent, grandparent, guardian, governess or nanny, home tutor or other trusted adult who can ensure the student is present for online lessons, supervise the child when learning, answer or be the point of teacher contact for emails and telephone calls, check and edit student’s work when required; in some cases, deliver the lesson from the Unit Supervisor Guide; provide a suitable work space that is conducive to learning; assist the student and provide positive motivation when personal challenges with learning and be an objective observer who is able to sign and guarantee that the assessment is completed independently and originally by the student.

Examinations

Examinations are important summative assessments that require a very high degree of objectivity and integrity to occur. For this reason, they will need to be supervised by a suitable adult and in a conducive learning environment for this to occur. It doesn't have to be conducted at the student's house (eg it could be a quiet, booked space in a public library) nor does it have to be the student's parent or Learning Supervisor to supervise the examination. Examinations will be posted or emailed to the student prior to the due date of the examination. If they are emailed, it is the Learning Supervisor's responsibility to ensure examinations are printed properly, delivered to the nominated exam supervisor, the correct declarations and paperwork is signed and filled-in, and kept securely before and after the student completes the examination. They are also in charge of posting the assessment item to the SPS School of Distance Education, when the examination is completed.

Subject Offerings

What subjects will be offered in Years Seven and Eight DE?

The following subjects will be on offer in Years Seven and Eight by DE mode, in 2026. Distance Education Learning modules will follow a Liberal Arts philosophy and framework that encourages holistic learning. Holistic learning aims to cultivate a well-rounded individual with a broad understanding of various subjects. It will encourage students to think creatively, with an emphasis placed on effective written and verbal communication, and through an interdisciplinary approach where students are encouraged to see connections between different fields of study. These interdisciplinary subjects will therefore fall under two broad categories: the *Classical Arts* and the *Quadrivium*.

Classical Arts:

Classical Arts are the subjects grouped in a Liberal Arts Curriculum that has a Humanities/Arts focus. The disciplines include Literature and Rhetoric (English), History, Philosophy and Logic, Theology (CCD/Religion) and other Key Learning areas such as the Arts, Technology and HPE. In Distance Education mode, your child may have one class teacher who takes all these Classical Arts subjects, or specialists to take a particular subject or learning strand. The following subjects comprise the Classical Arts Strand:

English	English will be comprised of three strands: Literature, Language and Literacy. Students will read great classical works as a dedicated novel study each term in English. In addition to Classical Literature, they will study a dedicated Writing, <i>Grammar</i> and Rhetoric course in Language and a significant component of learning will be from the <i>Lost Tools of Writing</i> course developed from the <i>CIRCE</i> Institute. In addition to this, they learn traditional spelling, reading, and language conventions approaches in Literacy.
Humanities	At SPS, the classical focus is on History, especially Ancient and Mediaeval History in Years Seven and Eight. Geography and Civics is also integrated as part of Humanities, where it relates to Ancient and Mediaeval studies, and can be compared to Australian structures and connections.
Integrated Studies	By its name this subject is integrated as topics within other areas, although at times, it may also stand as a subject on its

	own. In this 'subject area' the disciplines of Visual Arts, Music, Drama, Human Movement (HPE), Health, Logic and Reasoning, Philosophy, Geography, Civics, Business and Economics, Digital and Design Technologies, STEM, and even Agricultural Studies, could all be incorporated into an interdisciplinary Humanities or Sciences based Unit of Work.
Latin	Latin is the choice of <i>Language Other Than English</i> (LOTE) at SPS. It is one of the subjects that forms the crux of our Liberal Arts Curriculum and is central to the language of our Mass and liturgy. Due to its sequential nature, it will be taught by a specialist teacher.
CCD (Religion)	Catechism or Catholic Doctrine (CCD) is also known as Religious Instruction. The course is designed and taught from the <i>Baltimore Catechism</i> and is a specialist subject taught by one of the SSPX priests where students are giving a sound and rigorous learning of their traditional Catholic faith. The content covered also has regular connection with the other <i>Classical Arts</i> subject areas, especially Latin and Humanities.

Quadrivium:

The Quadrivium is based from a medieval curriculum consisting of four mathematical arts: arithmetic, geometry (Mathematics), music, and astronomy (Science). In Liberal Arts education, these four disciplines are seen as interconnected and foundational for understanding the natural world and the universe. In Distance Education mode, your child may have one class teacher who takes all these Quadrivium subjects, or specialists to take a particular subject or learning strand.

Mathematics	In Classical times, Mathematics involved Arithmetic (the study of number in itself, focusing on quantity) and Geometry (the study of number in space, exploring shapes and spatial relationships.). At SPS we still study these strands along with the strands of Number, Algebra, Measurement, Probability and Statistics, as per v9 of the Australian Curriculum.
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Sciences	Classical Science involved Astronomy (the study of number in both space and time, observing the movements of celestial bodies and their mathematical relationships). Today, we built upon and expand these Sciences to include the v9 Australian Curriculum Sciences strands of Earth, Life, Environmental and Physical Sciences, along with Biology, Chemistry and Physics in the upper Secondary years.
Music	Music is the study of number in time, analyzing ratios and harmonies in musical theory. Although part of the Quadrivium core, the musicology and music history emphases of music may involve music being included into the Classical Arts strand in the DE Curriculum. Provision could be made later for Music to be a specialist subject in DE mode.

Timetable

What will a typical DE Learning Day and Week involve in Years Seven and Eight?

The DE timetable will closely resemble what a day student experiences at SPS. There are specific time allocations which must be given to subjects in Years Seven and Eight, and these will be factored along with other discretionary learning experiences the school wishes its students to enjoy. The *Angelus* at 12pm will form the demarcation between the two separate modes of learning throughout the school day. The timetable will also specify what specific lessons could be an online Teams lesson and what would require the child to work with their Learning Supervisor or on their own offline. The final timetable will be determined closer to the 2026 academic year, when final staffing numbers, resources and spaces for learning are realised.

Sample timetable: (Option A)

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10-8:20am	Prayers & Form Class	Prayers & Form Class	Prayers & Form Class	Prayers & Form Class	Prayers/Mass / Assembly Or CCD online**
8:20-9:30am	Quadrivium: Math's (online)	Quadrivium: Math's (Independent Learning)	Quadrivium: Math's (online)	Quadrivium: Math's** (online)	

9:30-10:30 am	Classical Arts: English (online)	CCD: Religion (online)	Classical Arts: English (online)	CCD: Religion (online)	Quadrivium: Math's (Independent Learning)
10:30-11:00 am	MORNING TEA				
11:00-12:00 am pm	Classical Arts: Humanities (online)	Quadrivium: Sciences (online)	Classical Arts: Humanities (online)	Quadrivium: Sciences (online)	Classical Arts: English** (online or Independent Learning)
Noon	Angelus (online)				
12:00-1:00 pm	Classical Arts: LOTE: Latin (online)	Classical Arts: English (Independent Learning)	Classical Arts: LOTE: Latin (online)	Classical Arts: English (Independent Learning)	Classical Arts: LOTE: Latin (online)
1:00-1:40p m	LUNCHTIME				

1:40-2:40 pm	Classical Arts: Integrated Studies (Independent Learning)	Classical Arts: Integrated Studies (Independent Learning)	Classical Arts: Humanities (Independent Learning)	Quadrivium: Music/ Sciences (Independent Learning)	Classical Arts: CCD: Religion (Independent Learning) OR Benediction (Online)**
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Sample timetable: (Option B) *the better option

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10-8:20am	Prayers & Form Class (online)	Prayers & Form Class (online)	Prayers & Form Class (online)	Prayers & Form Class (online)	Prayers/ Mass/ Assembly (online)**
8:20-8:50 am	CCD: Religion (online)	CCD: Religion (online)	CCD: Religion (online)	CCD: Religion (online)	Or CCD online**
8:55-9:25 am	Quadrivium: Math's (online)	Quadrivium: Sciences (online)	Quadrivium: Math's (online)	Quadrivium: Sciences (online)	Quadrivium: Math's** (online)
9:30-10:00 am	Classical Arts: English (online)	Classical Arts: Humanities (online)	Classical Arts: English (online)	Classical Arts: Humanities (online)	Classical Arts: English** (online)

10:05-10:35 am	Classical Arts: LOTE: Latin (online)	Classical Arts: LOTE: Latin (online)	Classical Arts: Humanities (online)**	Classical Arts: LOTE: Latin (online)	Quadrivium: Music/ Sciences (online)**
10:30-11:00 am	MORNING TEA				
11:00-12:00	Quadrivium: Math's (Independent Learning)	Quadrivium: Math's (Independent Learning)	Quadrivium: Sciences (Independent Learning)	Quadrivium: Math's (Independent Learning)	Quadrivium: Sciences (Independent Learning)
Noon	Angelus (online)				
12:00-1:00 pm	Classical Arts: English (Independent Learning)	Classical Arts: Humanities (Independent Learning)	Classical Arts: English (Independent Learning)	Classical Arts: Humanities (Independent Learning)	Classical Arts: English (Independent Learning)
1:00-1:40pm	LUNCHTIME				

LUNCH					
1:40-2:40 pm	Classical Arts: Integrated Studies (Independent Learning)	Classical Arts: Integrated Studies (Independent Learning)	Classical Arts: Humanities (Independent Learning)	Classical Arts: LOTE: Latin (Independent Learning)	Classical Arts: CCD: Religion (Independent Learning) OR Benediction (Online)**

Homework and Study time

In the evenings or in the 2:40-4pm time slot, there is provision for 1 ½ hours of Homework and Study per day (2 hours on the weekend) as found in the Day School. This Homework and Study time can be utilized by the Distance Education study to complete or catch up on work or assignments which cannot be completed within the given school learning time.

Will my child be able to obtain a Queensland Certificate of Education or QCE?

Students studying through St. Philomena School Distance Learning will be entitled to earn points towards their Queensland Certificate of Education once undertaking Year 11 and Year 12 studies. St. Philomena School of Distance Learning will begin to offer Year 11 courses in 2029 and Year 12 by 2030.

What Extra Curricular activities will be available to my child via the St Philomena School of Distance Learning?

Students studying through St. Philomena School Distance Learning will in the future be invited to attend and participate in the Day Schools Sports Carnivals, celebration of major Feast Days and end of year pastoral excursions.

St. Philomena Day School students also participate in annual Days of Recollection and Retreats preached by the Priests of the Society of St. Pius X.

- Year 6 and 7 students participate in a Day of Recollection at the Marian Valley, Canungra QLD 4275.
- Year 8 and 9 students participate in a two day open retreat at the Marian Valley, Canungra QLD 4275.
- Year 10 and 11 students participate in a three day closed retreat at Holy Cross Seminary, Lake Bathurst NSW 2580
- Year 12 students participate in a Ignatian Retreat at Holy Cross Seminary, Lake Bathurst NSW 2580.

Can students be living outside of Queensland including International Students enroll at St Philomena School of Distance Learning?

Students who are registered with a residential address outside of Queensland, Australia are welcome to apply for enrolment in the St. Philomena School of Distance Learning. Conditions do apply and consultation with St. Philomena School Distance Learning Administration is required. Please complete a enquiry form by visiting the St. Philomena School website and we will be in contact shortly.

What are the minimum Technology Requirements my child will need for Distance Education.

Internet Connection

- Preferred: NBN connection (where possible) otherwise 3/4/5G home internet or Satellite options

Computer Operating System

- Preferred: Microsoft Windows 11 (64 bit version recommended)
- Apple Mac OS X – 10.9 Mavericks, 10.10 Yosemite, 10.11 El Capitan or later version. St Philomena School is a Windows based environment, the IT department will not be able to supply support for students using Apple products.
- *Chromebooks and iPads are not supported*
- Tablets, iPads and handheld devices can be used short term, as a backup or when travelling. These devices will not be suitable for long term use as they do not meet the requirements for all aspects of your students learning.

Specifications

- 8GB RAM minimum
- 128GB Hard Disk Drive minimum
- Optional: Solid State drives are faster but not essential

Screen

- Any monitor or laptop screen that supports 1280 pixels wide resolution or above.
- Optional: An additional monitor connected to your device gives more screen space. This could be used for example to have the student's online lesson open on one screen and a document or learning resource open on the other.
- Optional: Touch screen on laptop devices is optional.

Camera

- In-built webcam on laptop devices or an external webcam for desktop devices. (eg. Logitech C505 Webcam)
- Preferred: External webcam allows students to reposition the camera angle without disrupting the screen.

Headset

- USB Headset (headphones and microphone). The price can range from \$40 to \$150 (eg. Logitech H390)
- *Surround Sound Gaming Headsets are not compatible and cannot be guaranteed to work*
- Optional: Noise cancelling feature provides clear communication.

Preferred: Printer / Scanner / Multifunction Device

- USB or networked devices are ideal
- Scanner to scan documents or photos etc. Phone cameras can also be used
- Printer:
 - Inkjet printer option – Low cost to buy initially, good photo printing, ink is expensive for small cartridges, print nozzles can clog if not regularly used.
 - Laser printer option – Initial cost is higher, toner is a lot

bigger cartridge so more prints before replacing, no issue with nozzles (Can get black only or colour versions)

St Philomena School Office 365 License & student Cafe

All students enrolled in St Philomena School of Distance Learning will be supplied a St Philomena student email address and license to Office 365. Students will access their online lessons via the Microsoft Teams App.

Student work will be scanned as a PDF file and uploaded through the Student Café. Students will be granted a Student Café license once all enrolments are confirmed.

Students and parents must always follow the St. Philomena School of Distance Learning IT Policy when accessing online resources and content.

Parents must take full responsibility for their child when online. The parent is the first defense in preventing children from accessing inappropriate content or sharing inappropriate content online.