

Rationale

The staff, students and parent community of St. Mary's Catholic Primary School are committed to the implementation of the Australian Curriculum embedding Catholic values to develop the 'whole person'.

"Learning in Faith and Love"

In living out our school motto we strive to ensure that the values of Christ are our values and that the love of Christ may live with, in and through each staff member, student and family as we learn and grow and love side by side.

St Mary's school is a community that:

- Reflects Jesus and his teaching
- Provides a framework of positive relationships to support and encourage each child in their quest for excellence
- Focuses on quality teaching of the whole person in partnership with parents

Aims

The aims of the teaching programs at St Mary's are:

- To provide a broad balanced and engaging curriculum that is reflective of government compliance
- To develop programs that foster positive learning experiences for our students which enable students to experience success
- To provide our students with access to a differentiated curriculum, where the needs of each child are met
- To provide the highest quality teaching in an enriching, stimulating, happy and safe environment
- Facilitate effective assessment and reporting on each student's progress
- Provide children with the opportunities to enhance their lives through deepening their understanding of Gospel values
- To foster partnerships within our school community

Implementation

Teachers at St Mary's Primary School are committed to providing the highest standard of instruction. Programming is in accordance with CEO guidelines and requirements using the Australian Curriculum.

Pedagogy is the art of teaching. Teachers are expected to use a variety of strategies to meet the diverse needs of the students and to improve the learning outcomes. Pedagogy that engages students, helps students to link curriculum with their life experiences and that contributes to positive classroom experiences is employed by St Mary's staff.

Teaching and support staff are given opportunities to enhance their teaching knowledge and skills through professional learning experiences. They are encouraged to share their expertise within their school community and system wide.

Teachers will refer to the Teaching and Learning Handbook to gain further insight into and elaboration of St Mary's Teaching and Learning philosophies and agreed practises.

Teaching

It is an expectation that St Mary's Catholic Primary School teachers:

- Provide 'hands on' activities
- Provide real life contexts and inquiry based learning opportunities that are relevant to the context of St Mary's students
- Provide explicit teaching of concepts and skills and apply the gradual release model of responsibility
- Provide lessons that allow for differentiation and different learning styles (Multiple Intelligences)
- Provide opportunities for the development of the general capabilities outlined in the Australian Curriculum
- Use digital resources to engage students and bring worldviews into the classroom
- Use internet based resources to engage students and consolidate concepts
- Facilitate learning – Describe, interpret, instruct, explain and encourage participation
- Use open ended investigative approaches
- Investigate students' prior knowledge through discussion, pre-assessment and current data to inform planning
- Provide families with an overview of the term's curriculum at the beginning of each term to encourage home/school connections

Planning Requirements

Teachers are required to work in teams to plan, develop and implement rich learning programs for the students of St Mary's.

To meet the aims of the teaching and learning policy teachers work collaboratively to:

- Use the Australian Curriculum – Content descriptors and achievement standards to design Units of work for their students
- Identify levels of learning and achievement to inform their planning and what to teach
- Provide a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of learning – differentiated curriculum
- Use the achievement standards to make judgements about the quality of learning demonstrated by the students
- Use the data/information collected from student achievement progress to report to parents both informally and formally

Teaching programs should contain the following:

- Yearly Overview – with reference to Australian Curriculum
- Timetables
- Class list
- Class profile (ie. lists of special needs students,)
- Classroom management (groupings etc)
- Behaviour Management (School policy, teacher classroom strategies, rewards etc)
- Class Assessment Records
- Learning Area Overview and Units
- Teachers are to include a learning sequence, outcomes, assessment tasks and rubrics, resources and evidence of differentiation e.g. focus groups and rotations

Teachers must plan for the following Learning Areas

- English
 - Spelling
 - Writing
 - Reading
 - Handwriting
 - Listening/Speaking
- Maths
- Religious Education
- Guided Inquiry Units for the following areas - Otherwise sep. program required
- Humanities and Social Sciences
- Health
- Technologies
 - Design and Technology
 - Digital Technologies
- The Arts
 - Music
 - Drama
 - Dance
 - Visual Arts
- Science
- Individual Education Plans wherever necessary

All programs are to be kept electronically on the school server within year level folders in the relevant calendar year in the Curriculum Folder on the m: drive or shared with the Curriculum Coordinator on Google Drive.

Teaching programs are checked by the Deputy Principal and Curriculum Coordinator by Week 4 each term on the school server.

Daily Work programs

Each teacher at St Mary's Catholic Primary School is required to maintain a day book, providing a brief outline of the planned lessons for the day, duties, support times and release times. Daily work programs should be planned based on the term and yearly plans outlined in detail in each teacher's programming folder.

Assessment

Assessment is the process of gathering and interpreting information about student progress and achievement of standards. Assessment is designed to allow students the opportunity to demonstrate their ability and knowledge and understandings over a period of time. Assessment occurs as a regular part of teaching and learning. Students are assessed in accordance with the achievement of the Australian Curriculum standards, by the classroom teacher and other specialist teachers on staff.

Assessment is for a variety of purposes including:

- To direct future planning and teaching
- To inform teachers, students and parents about current understandings or misconceptions

- To identify strengths and weaknesses
- To create a 'point in time' snapshot of a student's performance
- To inform reporting

At St Mary's Catholic Primary School planning for assessment is a vital part of the teaching process. Therefore:

- Teachers must have a clear idea of their assessment before they plan their learning experiences
- Teachers must include a variety of assessment techniques
- Teachers are to include criteria based assessment in the Evidence of Learning Folders
- Assessment criteria on rubrics should use descriptive and comparative words to enable teachers to make clear judgements about the standard of a student's work
- Students should be informed of assessment items and should know exactly what is expected

An Assessment Schedule is provided to teachers at the beginning of each school year outlining the types of assessment each teacher is required to collect throughout the year. Other forms of assessment are essential; however, this is the data that needs to be stored on SAIS (Student Assessment Information System) and shared with the Catholic Education Office, Darwin. Teachers are provided a timeline each year as to when data is to be uploaded to SAIS each term.

Reporting

Reporting is an integral part of the learning process and communicates information that has been obtained from a variety of assessment processes. It requires teachers making professional judgements on student achievement.

At St Mary's Catholic Primary School reporting occurs in the following ways:

- Formal A-E report to parents each semester (Terms 2 and 4)
- Term 1-3 Goal Setting Oral Interview with families
- Informal/formal feedback/reporting on a needs basis
- For students requiring an Individual Education Plan a parent meeting is held each term
- Evidence of Learning Folders
- NAPLAN results for Year 3 and 5

Evaluation

This policy will be reviewed as part of the school's three-year review cycle or as required.

This policy will be published on the St Mary's Catholic Primary School website.

Review/Ratification

Year of review	SIRF Committee Responsible	Ratified By / Date (Month/Year)
2012	Curriculum Coordinator & Staff	School Board - 2012
2016	Curriculum Coordinator & Staff	School Board - Nov 2016
2019	Teaching and Learning	

Next Review: 2019