St. Martin de Porres School
Avondale Heights
CURRICULUM ORGANISATION

RATIONALE

The Victorian Curriculum from Foundation to Year 10 is the curriculum for all Victorian schools and the Catholic Education Melbourne Religious Education Framework is the curriculum for all archdiocesan catholic schools.

The above curricula are both adapted and adopted by St. Martin de Porres School to reflect the school and system priorities in regard to the purpose of schooling. It defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions. Enabling students' progress along this learning continuum, is the fundamental role of teachers and schools.

The content of both curricula includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across learning areas and capabilities. The capabilities enable students to develop particular values, dispositions and self-efficacy to become 'successful learners, confident and creative individuals and active and informed citizens'. (Melbourne Declaration 2008)

There is a distinction between the curriculum and the school's teaching and learning program.

The curriculum is the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship.

As such, the curricula are the foundation of St. Martin's teaching and learning programs which are the school-based plans for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. St. Martin's has considerable flexibility in the design of their teaching and learning program. This enables the school to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered.

These Curricula have been designed on the assumption that it is a statement of the common set of learning, not the whole-school teaching and learning program for St. Martin's school. This is to ensure there is time for the school to include in our teaching and learning program, areas that reflect our school and systemic priorities and for students to pursue specific interests and develop particular expertise.

For St. Martin's, the above curricula will also be developed and delivered through the lense of its particular Vision for St. Martin de Porres School :

"St. Martin de Porres parish school community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the catholic tradition.

We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet."

This Vision statement is visible around the school, referred to as often as possible and appropriate, expected to be 'lived' by all in the school community, and has been further developed into the School Motto, "Faith, Diversity, Learning" by the student body.

IMPLEMENTATION

FRAMEWORK

1. Whole school commitment to the Vision statement collaboratively articulated by all stakeholders.
2. Whole school commitment to the Victorian curricula identified as the 'what' of student learning.
3. Whole school commitment to the 'Learning & Teaching' statement articulated as the 'how' of student learning by the staff and endorsed by the school community.
4. Whole school commitment to the 'Learning & Teaching Cycle' articulated by the staff and endorsed by the school community.
5. Whole school commitment to the inclusion of 'Student Voice' into the curriculum design (Stage 4 of Cycle) and its evaluation (Stage 8 of Cycle).
6. Whole school commitment to the 'Scope and Sequence' of curricula adapted and adopted by the staff.
7. Whole school commitment to stated and agreed time allocations for each curriculum area.
8. Whole school commitment to the NCCD documentation formulated by the staff which reflects the diverse and specific learning programs provided to the range of students with particular learning needs.

PLANNING PROCESSES

♦ Establishment of staff teams and protocols for how they will work together effectively to plan for learning.

♦ Establishment of four teaching teams : Foundation - two class groups, Year 1/2 - three class groups, 3/4 – three class groups and 5/6 – three class groups, that plan together for three hours per week using the structures noted in the above Framework. This is accommodated by the three specialist teachers working 'in tandem' to provide one hour classes in Visual & Performing Arts, Physical Education and LOTE Indonesian.

♦ Specialist teachers also form a team and individually receive pro-rata release to plan and evaluate their learning programs. As a team, they also meet termly to plan their Term Overviews for the following Term.

♦ Teacher leaders in Curriculum, Religious Education, Literacy, Numeracy and Student Wellbeing are released to rotate in accordance with the appropriate stage of the Learning & Teaching Cycle and facilitate the above planning sessions in the core areas of learning in literacy, numeracy, religious education, Inquiry and specific learning needs, usually on a fortnightly basis. Student feedback should be sought at this stage.

♦ Classroom and specialist teachers are present at most facilitated planning sessions and their associated Education Support Officers for each class group may also attend these sessions.

♦ In weeks or sessions where no Leader-facilitated planning occurs, teams are expected to support each other by planning collaboratively any unfinished learning activities for each core area before individual teachers record their own weekly or fortnightly planners for each learning area.

♦ Teacher Leaders facilitate professional learning team meetings (PLTs) on a weekly basis in two by one hour workshops, after school hours on two afternoons per week. One is to facilitate the generation and analysis of student learning data (No.2 and 3 of the Cycle) which will feed into the above planning sessions and the other is to provide training as required of teaching and non-teaching staff.

♦ At the conclusion of Stage 7 of the Cycle (Post Test), each team reflects on and evaluates the effectiveness of the teaching practices and learning in the previous weeks of the Cycle to ascertain whether changes to practices are necessary and/or further learning opportunities are necessary related to the content delivered. Feedback is expected to be provided by all team members following the 'WWW / EBI / W2N' protocol found in the Feedback Policy and this should include seeking student feedback.

PLANNING PROCESSES (cont.)

♦ In the second last week of each Term (Week 9 or 10), each team is released for the whole day to have facilitated planning to develop units of work and course outlines to be followed in the following Term. This is a structured planning day where Curriculum Leaders facilitate :

➢ the identification of the Inquiry focus and General Capability standards to 'over-arch' learning for the following Term;

➢ via their specific discipline, and in reference to their particular scope and sequence, mapping the intended standards to be implemented in each discipline;

➢ if time allows, specific learning intentions being identified and related, tiered success criteria established;

➢ the refining of the main learning intentions to be transferred into the formal reporting instrument for presentation to parents at Mid Year and End of Year;

➢ meetings with the three specialist staff and Education Support Officers to link their content for each class group, where and when appropriate.

ORGANISATION OF DATA GATHERING & ANALYSIS

♦ Data gathering and analysis Professional Learning Team meetings (PLTs) occur on a weekly basis, facilitated by the various curriculum leaders. Data gathering occurs specifically at each Pre-test and Post-Test stage of the Learning & Teaching Cycle and for specific purposes such as informing Mid Year and End of Year Reporting to parents. Teachers and ESOs bring student data to the Data PLT to collaboratively analyse patterns of achievement and to identify any concerns the data presents for each particular class group.

♦ Students are also involved in providing feedback on their engagement in particular units of work, which will inform future organisation of such units. Student also set their own personal goals for each Term and share their outcomes at the Mid Year and September Parent/Teacher interviews sessions.

♦ 'Essential Assessment' is used as the major assessment tool for Mathematics from F-6 to Pre and Post test units of work. The program also analyses what each student should progress to next in particular mathematical concepts and suggests needs-based groupings of students for further learning. Pat M is also used to inform Mid Year Reporting.

♦ Data gathering in the English Learning Area occurs via the Record of Oral Language, Running Records, PM Bench marking, Levelled Texts, Pat R testing analysis and termly, moderated student Writing Samples – all examined and analysed at selected PLT times.

♦ Students at risk are targeted by specialist teachers and Education Support Officers on a daily basis in each classroom. Students with more severe learning challenges are withdrawn individually or more usually in small groups, to undertake focussed intervention in social skilling, 'ERIK', 'Arts Therapy', 'LLI', 'GREED', Reading Recovery and / or 'GRIN'. All class groups also participate in a student wellbeing program called 'LifeSkills,' throughout the year to assist the development of adaptability in students.

♦ The Student Wellbeing Leader (SWL) manages these programs and manages the staff facilitating them. The SWL is also supported by the Student Wellbeing Support Group (SWSG) that meets on a fortnightly basis to discuss referrals by classroom teachers for additional support, strategies to support teachers and strategies to support the ESOs working with particular students.

♦ Teachers with students they believe have significant problems with learning must provide evidence over time to support their concerns before a request for referral can be initiated. Once confirmed as accurate, a referral, with evidence, is then considered by the SWSG and recommendations for further support and resourcing is formed.

EVALUATION

Policy developed in 2019 , to be reviewed annually