



ST. MARY'S SCHOOL, INGLEWOOD

Learning Today, Wisdom Tomorrow

Learning & Teaching Policy

Identity Statement

St Mary's Catholic School, Inglewood, is a community of learners, inspiring all to be people of light, in the footsteps of the Presentation Sisters.

Vision Statements

- Model and teach the message of Jesus in our relationships with each other, our God and our world.
- Build and value collaborative partnerships with students, staff and parents, the Parish and wider community.
- Create a positive and stimulating environment in which each person can academically, spiritually, emotionally, physically and socially reach their full potential.
- To foster a love of learning in a safe and respectful environment.

RATIONALE

We live in a world of fast and constant change, marked by rapid developments in science and technology. The challenge for schools in the 21st century is to equip students with the knowledge and skills to reach their full potential and prosper in our modern and ever-changing world. We aim to meet the needs of all students by providing a rich and engaging curriculum, using a variety of researched evidence based approaches that enables all students to succeed. Students learn best in a positive, enjoyable and stimulating environment that provides support for all learners when they are challenged to reach their full potential. At St. Mary's, we are a community of learners in the life-long process of learning, fostering a strong partnership between teachers, students and parents. In the setting of a Catholic School, the challenge is also to instil in children the skills and confidence to use their talents gifted to them by God, to make a difference in their world.

COMMITMENT TO CHILD SAFETY

*St. Mary's Primary School is committed to the safety and welfare of all children, within a secure environment.
All children have a right to be treated with respect and to be protected from abuse and harm.*

PLANNING

The curriculum of St. Mary's follows the guidelines of the Victorian Curriculum for curriculum planning and implementation and for reporting on student achievement. This curriculum includes eight learning areas and four capabilities.

Learning Areas	Capabilities
English Mathematics The Humanities Science The Arts Languages Health and Physical Education Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

As St. Mary's is a Catholic School and part of the Sandhurst Diocese, we have a planned and detailed Religious Education Program. This Program follows the Sandhurst Religious Education Framework which is called 'Source of Life'. This total cultural experience provides students with opportunities to hear, experience and witness the Good News and to respond to the message of Jesus.

- Teachers are provided with the allocated time to plan collaboratively to ensure they are meeting the expected implementation of the Victorian Curriculum framework.
- RE Units are planned on a cyclical basis over a two year span.
- Inquiry Units of work are planned each term, to address areas of Humanities, Science, Technology and Capabilities.
- All teachers use 'Planbook' for planning their learning experiences. Lessons are planned collaboratively and on a weekly basis. Lessons include an objective, reference to learning standards from the Victorian Curriculum, direct teaching elements, independent practice, guided activities for further support and any modifications for students.
- Teachers attend regular PLC's (Professional Learning Communities) to discuss current teaching strategies and the analysis of assessments, set future learning goals and gain professional learning as leaders of learning. These meetings also provide teachers with an opportunity to discuss and analyse data sets to drive future learning, using the 'Spiral of Inquiry' approach to learning.
- At the end of each school year, teachers plan for the following year, mapping out a curriculum plan.

IMPLEMENTATION

Teachers use a variety of researched-based approaches to learning and teaching to meet the needs of all learners and to provide successful, yet challenging learning experiences for all students. Students are given adequate time for all areas of the curriculum (see timetable below).

2020 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.15	Prayer Reading Time				
9.15 - 11.00	Literacy P-2 Cath 3-6 Nathan	Literacy P-2 Cath 3-6 Nathan	Literacy P-2 Cath 3-6 Nathan	P-6 Library 9-10am - Franceen/Nicole	Literacy P-2 Cath
	10.30 - 11.00am Spelling	10.30 - 11.00am Spelling	10.30 - 11.00am Spelling	P-6 10.00 - 11.00am Speaking and Listening - Marg/Nicole.	Literacy 3-6 Nathan (9-10am) Nicole (10-11am)
11.30 - 12.30	Maths P-2 Cath 3-6 Nathan & Franceen	Maths P-2 Cath 3-6 Nathan & Franceen	Maths P-2 Cath 3-6 Nathan & Franceen	Indigenous Perspectives P-2 Nicole	Maths P-2
				Maths 3-6	Indigenous Perspectives 3-6 Nicole
12.30 - 1.30	P-6 Inquiry/Personal Learning	P-6 Inquiry/Personal Learning	P-6 Inquiry/Personal Learning	PE P-3 Nathan	Art P-2 Nicole
				Music 4-6 Nicole	Indonesian 3-6 Cath
2.20 - 3.20	RE P-2 Cath	PE P-2 Cath	RE P-2 Cath 3-6 Nathan	Music P-3 Nicole	Art 3-6 Nicole
	PE 3-6 Nathan	RE 3-6 Nathan		PE 4-6 Nathan	Indonesian P-2 Cath

- Regular professional development is provided to staff to ensure that they are implementing the most effective and meaningful learning opportunities.
- ICT resources are provided for students' use both in the classroom and at home (for the senior students). The internet and digital technologies offer huge potential benefits for enhancing the teaching and learning programs, motivating student interest, and individualising learning programs.
- Students are encouraged to work within a variety of structures, depending upon the need and purpose of the tasks. Such structures include independently, with peers, in focus groups, whole class lessons, multi-age groupings, etc.
- Staff are consulted with all matters regarding curriculum implementation at staff meetings, PLC Meetings or Consultative Committee Meetings.

ASSESSMENT

The assessments that are used may include, but are not limited to the following:

(Summative)

- Pat Reading Assessments

- Pat Maths Assessments
- P-2 Literacy Pre - Assessment
- P-2 Literacy Post - Assessment
- SAST Spelling
- MAI Assessments
- Fountas and Pinnell BAS
- Maths Pathways Assessments
- NAPLAN
- 3 Way Chats between the child, their parent/s and classroom teacher (Term 1 & 3)
- Online Assessment Journals - Term 1 & 3 - Throughout the term, work samples of each individual student will be collected and collated into an Assessment Journal. Assessment Journals include pieces of work from Religion, Literacy, Mathematics, Personal Learning, The Arts, Indigenous Perspectives, Library and Languages. Parents will be required to look through the Journal with their child and discuss their achievements.
- Mid Year summative report to parents (Term 2)
- End of Year summative report to parents (Term 4)

(Formative - Ongoing)

- Anecdotal notes on student achievement are kept throughout the year.
- Common Assessment Tasks
- Maths Pathways Diagnostic Tests
- Work Samples are kept in student files when necessary.
- Checklists are used to monitor progress when necessary.
- Communication with parents is encouraged at all times, whenever there is a need.

Reviewed: August 2020
Ratified: September 2020
Due for Review: February 2021