

St Philip's Blackburn North



LEARNING AND TEACHING POLICY

VISION AND MISSION

Vision Statement

**Modelling the teachings of Christ,
St Philip's School community aspires to be a place of welcome that provides many learning environments to meet the challenges of an ever-changing world.**

Mission Statements

Because we believe that Christ is the central focus of our school and we are witnesses to him and his teachings we aim to:

- provide an atmosphere where all are made welcome, where they feel safe and have a sense of belonging
- provide a school environment that is positive and challenges all students to work to the best of their ability
- foster in all a realisation that they are responsible for their own learning
- develop a sense of justice by respecting the opinions and rights of others
- encourage all to be sensitive to others and respect their differences
- encourage all to use their physical environments in a respectful manner
- provide a learning environment that utilises the most effective and current approaches in education.

RATIONALE

At St Philip's we base our learning and teaching on the Catholic Education Melbourne (CEM) Horizons of Hope schema which states that 'The Curriculum of a Catholic School is distinguished by its design which promotes the value it holds for the dignity of the human person, a preferred culture of community and its commitment to social justice and service for the common good'. The key elements of this schema are learning partnerships, connectivity, learning progression, assessment, standards, accountability, pedagogy, learning narrative and inclusivity. School priorities in learning and teaching will change over time depending on the needs of students and teachers and this will be outlined in the School Improvement Plan (SIP) and the Annual Action Plans (AAPs).

MANAGEMENT AND ORGANISATION

Planning of Work

The basis of all planning at St Philip's is the Religious Education Curriculum and the Victorian Curriculum, as well as St Philip's School and Curriculum Policy Statements, incorporating current ideas and learning and teaching philosophies.

The development of these documents is an on-going task for all staff members. The Key Learning Areas at St Philip's are those contained in the Victorian Curriculum and Religious Education. Class time should be fully utilised by the students.

St Philip's Blackburn North

All teachers are required to prepare a Programme of Work for each week of school. Work programs will be checked by the Principal periodically. These are to be saved on the Google Drive in Teachers-[Year] Planning; Work Program; Relevant Class/Specialist Area and on the school server at Teachers-Curriculum-Work Programs-Relevant Class/Specialist Area. Class timetables must also be included in this folder. It is important that they are ready at all times, on your desktop each day. Emergency teachers should be able to access the programme and be able to follow it without difficulty. If you know you will be away, please leave clear directions/support for Casual Relief Teachers to follow. These written records used in planning are the property of the school. You can use your own format, however, Work Programs are a legal document and should contain the following:

- Weekly Planner including relevant learning intentions and success criteria in all curriculum areas
- Outlines of units being studied in curriculum areas
- Activities planned for ability or other groupings within each area of the curriculum
- Listed excursions, speakers and other special activities related to units being studied and events taking place in the school.

Teachers must also develop a yearly plan as well as term planners for each curriculum area which are also to be saved in their work program folders. A USB will be given to staff towards the end of the school year to archive this planning information.

Religious Education (RE)/Faith Development

- A minimum of 2 hours Religious Education per week.
- RE is to be planned according to the spiral curriculum which provides the yearly overview is available on Google Drive and the teacher drive under Curriculum- Religious Education.
- Term planners and for larger units a more detailed unit planner should be completed.
- Priority to be given to RE as it is given to Literacy and Maths.
- Praying with students ó daily prayer, school prayer.
- Having a prayer table as a focal point in the classroom.
- Attendance at opening of School Year Mass and Commissioning of Staff Mass.
- Participation in other celebrations and liturgies.
- Educating in sexuality will come under the banner of our Catholic identity and include Student Wellbeing, Health and Physical Education, and the Ethical, Personal and Social and Intercultural Capabilities.

English – (Reading, Writing and Speaking and Listening)

- A minimum of 10 hours English per week
- Yearly overview and term planners
- Whole and small group foci and activities for Reading, Writing and Speaking and Listening
- Assessment tasks
- Teachers will regularly be asked to audit the Victorian Curriculum to ensure all areas of English are being covered

Maths – (Number and Algebra, Measurement and Geometry and Statistics and Probability)

- A minimum of 5 hours Maths per week
- Yearly overview and term planners
- Whole and small group foci and activities for relevant Maths areas
- Assessment tasks

St Philip's Blackburn North

- Teachers will regularly be asked to audit the Victorian Curriculum to ensure all areas of Mathematics are being covered

Inquiry Learning – (Science, Humanities and Civics and Citizenship)

- Yearly Overview and Unit planner using the Inquiry planning template
- Inquiry topics will follow a two year cycle which will be evaluated and updated periodically
- Teachers will regularly be asked to audit the Victorian Curriculum to ensure all areas of Science, Humanities and Civics and Citizenship are being covered.

The Work Program should also include relevant planning related to:

- Digital Technologies/Cybersafety
- Student Wellbeing
- The Arts
- Specialist Programme ó Italian, Physical Education, Library and Music - times of lessons should be noted on weekly programme
- SWD Students ó PLPø should reflect student achievement and areas of focus. Appropriate information, instructions and detailed alternative work as required.
- Learning Support Officers - please make note of times when you have additional assistance.
- Extra-Curricular Activities ó such as liturgies, excursions, incursions etc. should be noted as they occur
- Specialists are required to have a Term Overview and a weekly programme outlining what will be taught at each year level, every week (grouping of year levels is an acceptable practice due to composites).

ORGANISATION

See Appendix A for the Organisation of Subject areas.

LEARNING AND TEACHING

Victorian Curriculum

St Philipø is committed to teaching according to the Victorian Curriculum introduced in 2017. This mandates the curriculum to be taught from Prep to Year 6 in the areas of English, Mathematics, Science, Humanities (History, Geography, Economics and Civics and Citizenship), The Arts, Digital Technologies, Health and Physical Education, Ethical Capabilities, Personal and Social Capabilities, Intercultural Capabilities, Critical and Creative Thinking Capabilities and LOTE-Italian.

Religious Education

The teaching of Religious Education follows the Catholic Education Melbourne (CEM) RE Curriculum Framework and the Liturgical Spiral Curriculum, which is based around *To Know, Worship and Love* and Catechesis of the Good Shepherd. In line with the Child Safe Standards, we follow the Educating in Sexuality Scope and Sequence developed by the school. See the Religious Education Policy and Educating in Sexuality Policies for further details.

English and Mathematics

St Philipø has not adopted a whole school approach to the learning and teaching of English or Mathematics. Staff are regularly engaged in Professional Learning Teams which allow time for discussion of studentsøneeds and the moderation of work in these important areas.

Some strategies engaged for the teaching of English include:

- Literature Circles
- Whole class novels
- CLASS (whole, small, whole)

St Philip's Blackburn North

- Interactive writing groups
- Daily 5
- Small focus groups
- Study Ladder
- PAT Reading Comprehension and Spelling
- Library

Some strategies engaged for the teaching of Mathematics include:

- Change2 problem solving groups
- Small focus groups
- Bebras Challenge
- Mathletics
- Study Ladder
- Maths 300
- iMaths
- PAT Maths / I can do Maths

All planning for English and Mathematics is taken directly from the Victorian Curriculum.

Personalised learning

In accordance with the CEM's Horizons of Hope, St Philip's has adopted a personalised learning approach. This approach consists of the personalisation of learning for all students. It refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Inquiry approach

At St Philip's we have adopted an Inquiry approach to certain areas of the curriculum, including Science, Civics and Citizenship and the Humanities- Geography, History and Economics.

Inquiry based learning is a broad pedagogical approach which can be defined as seeking for truth, information or knowledge/understanding. The characteristic of Inquiry based learning is a constructivist approach where the overall goal is for students to make meaning. While teachers may guide the inquiry to various degrees and set parameters for a classroom inquiry, true inquiry is internally motivated. Inquiry based learning is an umbrella term that incorporates many current learning approaches, including project based learning and design thinking. It may take various forms depending on the topic, resources, ages and abilities of students and other variables. However the following are characteristics that serve as hallmarks of inquiry based learning:

- equal emphasis on process (communicating, reflecting, collaborating, analysing, etc) and content.
- genuine curiosity, wonderment and questioning (by teachers and students) are central
- student voice is evident & elements of the curriculum/learning are negotiated and student questions are taken seriously and addressed
- prior knowledge is ascertained and built upon & formative assessment and subsequent planning is essential
- significant concepts and essential questions are identified which unify knowledge and understandings
- students are actively involved in constructing understandings through hands-on experiences, research, processing and communicating their understandings in various ways
- learning takes place in a social context & students learn from each other, together with others, and from those outside of the classroom context

St Philip's Blackburn North

- there is an assumption that understandings are temporal and are constantly reviewed and refined on the basis of new learning and questions so therefore inquiry is recursive in nature
- reflection, metacognition and depth of thought are valued and planned for. The meaning of knowing has shifted from being able to remember and repeat information to being able to find and use it.

St Philip's follows Kath Murdoch's Integrating Inquiry model. This approach often necessitates the integration of Science, Civics and Citizenship and the Humanities into other areas of the curriculum including English, Mathematics, RE, The Arts and Social and Emotional Learning (SEL).

Social Emotional Learning (SEL)

At St Philip's we believe that schools can play a pivotal role in providing students with the opportunity to gain greater social and emotional awareness and to practice interpersonal skills as they learn and grow. SEL can help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognise and manage their own emotions and make responsible decisions. SEL can teach students and young people the competencies and skills they need to effectively manage their emotions, behaviour and relationships with others. It can give students the opportunity to build the resilience to deal with change and unpredictability, an essential skill for positive mental health. Classroom teachers are expected to incorporate SEL into their weekly programme, through strategies such as Class Meetings, RE lessons, explicit SEL lessons, Educating in Sexuality lessons and Circle Time.

LOTE (Specialist)

St Philip's chosen LOTE is Italian. The Italian scope and sequence of learning follows the Victorian Curriculum. Through hands-on and project based activities students come to understand the nuances of language and begin to socialise, inform, create, translate and reflect using Italian. They begin to understand systems of language, language variance and change and the role of language and culture.

The Arts

Visual Arts

Classroom teachers cover areas of the Visual Arts from the Victorian Curriculum. This may include stand-alone units (for instance on a particular artist) or be integrated into an Inquiry topic (such as Early Australian/Aboriginal Art).

Performing Arts (Specialist)

The Performing Arts are taught according to the Victorian Curriculum. The Music program covers various aspects of music including learning instruments (recorder, voice and percussion), musical notation and musical elements such as pitch, timbre, volume and dynamics. Students are also encouraged to join the choir to develop team work and vocal skills. The choir participates in many activities such as Oxfam Music Festival for schools, Sacramental Masses, Lent and Advent paratiturgies and the school concert, which is held every 2 years. The concert also provides an avenue for the development of skills in drama, public speaking and performance. St Philip's also outsources Music Lessons to Online Music Solutions for guitar and keyboard.

Health and Physical Education (Specialist)

St Philip's Health and Physical Education teaching and learning is based on the Victorian Curriculum. It incorporates physical, social, emotional and mental health. Students are involved in weekly Sport lessons and Years 3, 4, 5 and 6 also have the opportunity at various times to participate in Inter-school competitions such as the Summer Sports, Winter Inter-school Sports, Basketball, Swimming, Cross Country and Athletics. In 2017 we will implement a swimming program for Years Prep to Three.

St Philip's Blackburn North

Other initiatives which St Philip's participates in under this umbrella are Walk to School Month and Life Ed visits.

Digital Technologies

Classroom teachers cover areas of the Digital Technologies Curriculum from the Victorian Curriculum within the classroom. This may include stand-alone units, for instance digital systems and how the internet and computers work, or be integrated into an Inquiry, English or Mathematics topic, such as, problem solving (Inquiry), presenting and researching information (English) and coding (Mathematics).

Current interventions for students

At St Philip's we offer the following academic interventions:

- Reading Recovery
- Small group work with Learning Support Officers in English, Inquiry, Mathematics, SEL
- Personalised Learning Plans and Student Support Group Meetings
- Teacher focus groups (classroom)
- On Psych referrals
- Classroom support from the Mathematics and English Leader
- Bebras Challenge (extension)
- Australian Maths Competition (extension)
- GATEWAYS (extension)
- Seasons for growth (SEL)

ASSESSMENT AND REPORTING

Formal school reports are generated twice yearly in June and December. St Philip's has developed its own Assessment Schedules for English and Mathematics which teachers are required to follow. Teachers will also undertake informal assessment as part of units in RE, English, Mathematics and as part of the Inquiry process.

Refer to the Assessment and Reporting policy for further information on Assessment and Reporting.

RELATED POLICIES:

Educating in Sexuality Policy
Religious Education Policy
Assessment and Reporting Policy
Behaviour Management Policy
Cybersafety Policy
Homework Policy
Student Wellbeing Policy
St Philip's Social Media Policy
Camp Policy
Excursion Policy

REVIEW:

The Curriculum Framework and Learning and Teaching Policy will be reviewed in accordance with the School Improvement Plan and policy timeline or as required through State or Federal Government Legislation.

Current Review: March 2017

Ratified by the Education Board: March 28th 2017

St Philip's Blackburn North

St Philip's Blackburn North

St Philip's Blackburn North

Appendix A: St Philip's Learning and Teaching Guide

Subject Area	Time allocation (weekly)	Also includes / Cross curriculum links
<i>Religious Education</i>	2.0	Prayer times, Mass, Confession, Benediction, Special Feasts, Celebrations, para-liturgies Personal/Social/Intercultural/Ethical Capabilities, Educating in Sexuality.
<i>English</i>	10.0	Library, Inquiry, Digital technologies, ICT
<i>Mathematics</i>	5.0	Inquiry, Digital Technologies, ICT
<i>Inquiry- History, Economics, Geography, Civics & Citizenship</i>	2.25	English, Mathematics, Digital Technologies, ICT, Incursions/Excursions
<i>ICT / Digital Technologies</i>		English, Mathematics, Inquiry
<i>SEL</i>	1.0	Class Meetings, Circle Time, RE, Education in Sexuality, Buddy Program
<i>Visual Arts</i>	1.0	English, Mathematics, Inquiry, Digital Technologies, ICT, Art Show
<i>Music (Specialist)</i>	1.0	Inquiry, English, Digital Technologies, ICT, School Concert
<i>Physical Education (Specialist)</i>	0.75	Interschool Sports- Winter & Summer, Swimming, Incursions/Excursions
<i>Library (Specialist)</i>	0.75	English, Digital Technologies, ICT
<i>Italian (Specialist)</i>	0.75	English, ICT

St Philip's Blackburn North

<i>Total</i>	24.5 hours	