Learning and Teaching Policy

Rationale:

St. Anne's College is a Catholic Education Community fostering faith, wisdom and learning, inspired by a loving God. Central to the mission of St Anne's College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching learning environment to develop spiritually, physically, intellectually, emotionally and socially.

St Anne's College is a Catholic Education community involving teachers, students and parents, where learning is developed through a flexible, innovative curriculum, which is enlightened and enlivened by gospel values and leads students to reach beyond their potential.

Commitment to child safety

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Definitions

Learning and Teaching

Student learning development; including how the content is presented, the choice of student learning experiences and the ways in which schools and teachers are organised, reflects a learning and teaching approach. It also incorporates decisions on the need for, and use of, resources and facilities and partnerships with the wider school community. It includes curriculum, assessment and reporting of student outcomes.

Curriculum:

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 curriculum is a part or subset of the school's teaching and learning program which is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts (VCAA. February 2014, F–10 Curriculum Planning and Reporting Guidelines).

Assessment:

The collection of information about student achievement, including authentic and valid feedback for ongoing improvement in teaching and student learning.

Reporting: All the procedures and processes for communicating to teachers, parents and students on student progress (strengths and challenges) and future learning directions. Reporting draws on the recording of data including teacher observation and student work samples.

Beliefs:

At St. Anne's College, we believe that quality education is a right for all and we aim to provide a learning environment rich in faith, wisdom and learning, one which is engaging, relevant, challenging and significant. At St Anne's College, learning is guided by the principles of an inquiry approach and enacted by the essential elements of knowledge, concepts, skills, attitudes and actions.

We do this by:

- Using a variety of pedagogical methods and deliveries suited to the needs of students
- Ensuring teaching and learning is an interactive process in which students learn cooperatively and work collaboratively
- Ensuring learning is constructive and developmental
- Providing a supportive and productive environment
- Encouraging learning which promotes independence, interdependence and self-motivation
- Taking into consideration student needs, backgrounds, perspectives, agency and interests during the planning process
- Planning for Individual learning needs and required adjustments for learning through the construction of Individual Learning Plans or Personalised Learning Plans
- Challenging and supporting students to develop deep levels of thinking and application

- Considering assessment in the planning process and engaging in effective feedback processes
- Making community connections and experiences beyond the classroom where relevant
- Using an Inquiry approach as the basis for exploring different aspects of the curriculum
- Setting future goals and reflecting on set goals
- Engaging in a continuous cycle of improvement informed by data
- Working as a collaborative team when planning for learning
- Engaging in a feedback coaching model for professional improvement
- Providing relevant and up to date professional development opportunities for staff

Curriculum:
A whole-school approach to support a viable curriculum is implemented which is developmentally appropriate and consistent with diocesan and government requirements, the school context and the individual needs of students. It outlines student knowledge, skills and capabilities.

Curriculum is documented, planned and taught sequentially from the Victorian Curriculum F–10 at each year level.

An overview of curriculum implementation that provides the allocation of times for each learning area is developed (see Table 2).

Assessment:
At times, assessment is integrated into learning activities of all students as they progress and at designated times across the school year where students will participate in formal assessment.

Assessment assists in monitoring student progress and in extending learning within individual lessons and over time.

Assessment tasks are varied to meet different student needs and engagement with criteria that have clear links to the learning goals and curriculum standards.

Assessment tasks reflect developmentally appropriate curriculum and learning consistent with diocesan and government requirements, the local context and the individual needs of students

Students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning.

Teaching teams regularly moderate specific assessment tasks and share data moderation during planning times.

Assessment data is analysed in team and staff meetings to inform the evaluation and subsequent modification of teaching and learning strategies for individual and groups of students.

Inclusion:
Successful inclusive provision at our college is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all students.

Staff will actively support all students to reach their potential regardless of academic ability or demographic background.

In accordance with the Disability Standards of Education 2005, all students will be given full access to Victorian Curriculum F–10. The School implements strategies to prevent discrimination and harassment of all students including those with a disability.

These include:
- anti-bullying and harassment policy
- strategies to enhance student input
- curriculum focus on social and emotional learning that develop knowledge and;
- awareness of the importance of the dignity of each person, empathy, social justice, resilience and reconciliation.

Strategies to assist Aboriginal and Torres Straits Islander students are consistent with The Aboriginal and Torres Strait Islander Education Strategy (2015).

Program Support Groups (PSGs) will be established for Students with Disabilities (SWD) and other students with special considerations or learning or family support requirements. The college, in consultation with parents and student, will make reasonable adjustments to assist the student in accessing the curriculum and learning experiences.

The Learner Diversity leader will ensure that students are monitored and where relevant, processes for applying for additional funding are met with relevant documentation and parent consultation are followed according to timelines and Catholic Education requirements
- PSGs will be conducted each term or more frequently if required.
- Agenda and other related documents will be provided to all members of a PSG before the meeting. Minutes are taken, archived and distributed after the meeting.

Students who receive additional or extra support and those funded through (SWD) will have Personalised Learning Plans (PLP's) specifically tailored to their needs enacted by the classroom teachers.

Learning Support Officers (LSOs) assist teachers in supporting diverse student learning and personal requirements.

Year Level Meetings:

Reviewing student progress and professional learning
Teachers meet each week in teams to monitor student outcomes, review teaching practice and own professional development. Teachers work together in a culture of mutual trust and support to become an expert teaching team.

All teachers participate in regular team meetings to analyse student assessment data and engage in moderation of assessment tasks.

Formal and informal reporting is implemented to assist parents and students to gain a common understanding regarding levels of achievement for learning outcomes in all areas of the curriculum. Reporting modes include:

- formal reports,
- learning conversations
- student work samples,
- formal testing

Formal written reports to parents are produced twice per year and will be consistent with diocesan and government requirements.

Professional Learning

Whole school professional learning plan for learning and teaching is developed in conjunction with the School Improvement Plan and implemented annually. The College applies its professional learning model to all professional learning episodes.

Teachers develop annual individual professional learning goals which are discussed with the principal or school leader. These goals also consider the priorities and goals of the School Improvement Plan.

Teachers will also engage in SWPBS professional learning that builds their capacity to develop positive relationships and in managing conflict.

Teachers collaborate with peers and engage in professional learning to build their own capacity in subject curriculum and methodology, learning and teaching, curriculum, assessment and reporting that need further development. This includes actively engaging in formal school requirements such as staff and team meetings as well as informal collaboration.

Table 1

St Anne's Professional Learning Model 2020
Aspiration, Commitment, Action
Collaborative Professionalism
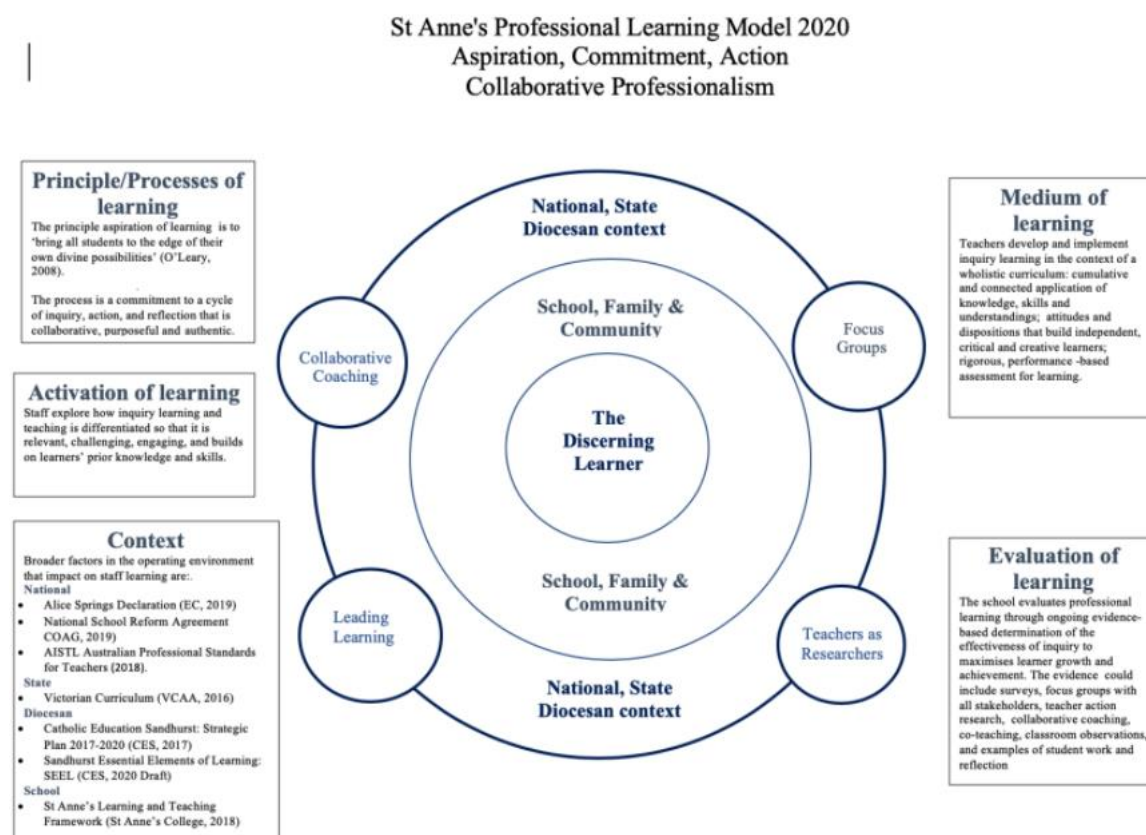
Roles and Responsibilities

The role of the teacher is to provide:

- a suitably challenging and stimulating curriculum within the child's zone of proximal development,
- high expectation of success in learning for all students,

The role also requires the teacher to provide curriculum that is:

- Planned
- Documented
- Comprehensive
- Supports students' strengths and challenges

Curriculum needs to be purposeful and provide clarity to students about the learning, the purpose of the learning and the assessment process.

Curriculum needs to be accessible to students who can refer to it as required to support:

- assessment requirements
- provides clear information to students and parent on student progress
- assist in their growth

Characteristics of an effective Catholic School:

- regular analysis of student outcome data by the College Leadership Team and staff and team meetings
- feedback from staff, students and parents such as School Improvement Survey and school designed wellbeing surveys
- monitoring by the leadership team and Student Support Team of students on Personalised Learning Plans, Program Support Groups, learning pathways and resources
- analysis of data and teacher practice. This monitored by the leadership team to validate teaching approaches are impacting on student outcomes such as teacher capacity and student achievement, wellbeing, engagement and student behaviour
- monitoring the School Improvement Plan through Annual Action Plans
- review and validation of learning and teaching through School Improvement
- review of curriculum through:
  - ✓ regular analysis of data at year/level and staff meetings and professional learning
  - ✓ auditing the curriculum against the standards each year
  - ✓ feedback from student engagement surveys
  - ✓ feedback from parents

Weekly Time Allocations:

The following provides an outline of the learning areas. Weekly time allocation will vary across the schools and are averaged out over a year based on the learning program.

Multiple learning areas are often part of a single unit and are not always taught as a separate subject area.

Discipline	Average Hours per week SOI	Average Hours per week SOW
Religious Education	2.5	2
English	5	5
Mathematics	4	5
Health and Physical Education	2	2
The Arts	4	2
LOTE: Italian	2	1
Humanities	4	4
Science	2	2
Technology	4	2
Capabilities: Critical & creative thinking ● Ethical ● Intercultural ● Personal & social	The skills and knowledge defined in the capabilities will be developed in student learning across the curriculum areas where it is relevant and authentic to do so.	

Table 2

Assessment Schedule

	Term 1	Term 2	Term 3	Term 4
Foundation	F-2 Assessment Level F MAI All	End T2 PAT M MAI Place Value and Counting (optional)	Start of T3 Fountas and Pinnell	F-2 Assessment MAI All PAT R (October)
	ONGOING RUNNING RECORDS			
r 1	Fountas &Pinnell (Before End of Wk 4) F-2 Assessment PAT Maths	End T2 MAI Place Value and Counting (Optional)	Start of T3 Fountas and Pinnell	F-2 Assessment MAI All PAT Reading (October)
	ONGOING RUNNING RECORDS			
7	Running records (F&P) Pre and Post Tests – Essential Assessment (Maths) Writing Moderation	Running records (F&P) Pre and Post tests – Essential Assessment (Maths) NAPLAN	Running records (F&P) Pre and Post Tests – Essential Assessment (Maths) Writing Moderation	Running records (F&P) Pre and Post tests – Essential Assessment (Maths)

		Teacher Judgment Reports		Teacher Judgment Reports PAT M&R
8	Running records (F&P) Pre and Post Tests – Essential Assessment (Maths) Writing Moderation	Running records (F&P) Pre and Post tests – Essential Assessment (Maths) NAPLAN Teacher Judgment Reports	Running records (F&P) Pre and Post Tests – Essential Assessment (Maths) Writing Moderation	Running records (F&P) Pre and Post tests – Essential Assessment (Maths) Teacher Judgment Reports PAT M&R

Table 3

College Improvement Framework

The College implements the School Improvement Plan. The School Improvement Plan provides a structure over a 5-year cycle to focus on what is important for school improvement within the context of the school. At the end of School Improvement Plan cycle a school review and validation is held. As part of the review and validation, the school undertakes a self-reflection process on the key aspects of schooling including:

- ✓ Catholic School Culture;
- ✓ Community Engagement;
- ✓ Leadership and Stewardship;
- ✓ Learning and Teaching and;
- ✓ Pastoral Wellbeing.

Staff are engaged in the process by being part of a team to review key aspects.

Annual Action Plan:

The school develops and enacts an Annual Action Plan

The Principal and Leadership Team meetings have a key leadership role in analysing data to ensure that the vision and school priorities to improve student outcomes are aligned.

In order to set goals, and targets for outcomes and to design key improvement strategies for students, including students at risk.

Annual Report to the School Community

Each year the college will develop an Annual Report to the Community to communicate and engage the school and wider community in the School Improvement Plan and Annual Action Plan.

The Leadership team will prepare a draft and staff are invited to review the draft and provide feedback. The report includes an analysis of the progress in improving student outcomes in implementing the strategic directions, reporting of data that meets state and federal requirements and ensuring transparency and accountability.

The report will be available on the school website.

Responsibilities

The Principal and Leadership Team are responsible for the implementation of this policy.

Associated Documents

Disability Discrimination Act
Australian Curriculum Reporting Authority (ACARA)
Aboriginal and Torres Strait Islander Education Strategy (2015)
Curriculum Documentation
St Anne's College Strategic Directions: School Improvement Plan on the College website
Victorian Curriculum and Assessment Authority (VCAA) Handbook
Victorian Teaching Institute (VIT) Professional Standards

This policy is reviewed annually