

St Paul's Catholic Primary School

Albion Park



PROGRAMMING POLICY

“In the richness of our Catholic faith and tradition we achieve excellence. “

RATIONALE

The Catholic school strives

- To build an understanding of God and a personal relationship with God through the person of Jesus Christ
- and
- To promote the dignity and development of the human person, so that these persons may make a positive contribution to society and help transform society through the application of Gospel values to daily life.

To achieve these goals there is the need

- To be involved in Religious Education and the development of Faith within the school community,
- and
- To have a commitment to the development of the whole person through knowledge, skills and values within all Key Learning Areas.

For this to occur careful programming of the learning and teaching experiences is required, taking into account the particular children and school context.

The **purpose of programming** is to translate syllabus outcomes and foundation statements into classroom practice and for teachers to carefully reflect on their particular role and assist their learning and teaching through:

The cyclic process of:

- Assessing
- Analysing
- Planning
- Recording
- Evaluating
- Reporting

GUIDELINES

1. Programs should meet the requirements of the Board of Studies and Wollongong Catholic Education Office. Programs must meet the mandatory requirements of the CEO compliance document.
2. All teachers are required to prepare class programs based on syllabus outcomes and foundation statements.
3. Programs should be a concise, flexible record of the learning, teaching and assessing experiences that are planned and taught.
4. Programs must show evidence of addressing the needs of individual learners through adjustments, IP's, ILP's and differentiated learning.

5. The role of the SSO in the classroom must be included in programs.
6. Programs must contain the following components:
 - Title page
 - Class list
 - Timetable – class and school eg library, SSO's
 - Class profile (IP, ILP)
 - Classroom procedures a statement that includes a current behaviour management plan and use of School Support Officers.
 - KLA title pages
 - Foundation Statements
 - KLA organisation statements
 - Scope and sequence: Outcomes, Foundation statements, content, planned assessment, resources, main idea that focuses on the units theme, where applicable.
 - Nominated outcomes
 - Learning experiences/strategies
 - Planned assessment / assessment of (AO) and assessment for learning (AF)
 - Resources
 - Evaluation
 - Please note English, Maths and RE have their own checklists with selected criteria.
7. Programming should occur for all Key Learning Areas, placing the greatest emphasis on Religious Education, English and Mathematics.
8. Information and Communication Learning Technologies should be evident in programs and integrated across all KLA's.
9. Teachers are encouraged to plan for the integration of Key Learning Areas.
10. For compliance, programs must include a class timetable (for each term); scope and sequences; assessment plans and resources and equipment for all Key Learning Areas. A copy of these must be forwarded / retained by the Senior School Support Officer in the office each year.

IMPLEMENTATION

1. Programs will be prepared by teachers (commercial programs may be used as a resource only). These will be submitted and viewed by the leadership team twice a term and collaboratively shared at stage meetings.
2. Class profiles should encourage teachers to develop an awareness of individual students and their needs. This information should influence the learning and teaching. Class profiles should include: NAPLAN results where applicable, SENA results, RE Literacy results, students with special needs, LOTE students, Indigenous students, G & T students, Reading Recovery students and students who have come under Review. Students with various medical conditions and confidential information held by the principal also need to be identified.
3. Organisational statements for each Key Learning Area should be included. Statements should reflect a child centred approach to teaching and learning and reflect school policy.
4. Nominated outcomes and foundation statements should be evident for each Key Learning Area and reflect the teaching, learning and assessing experiences.
5. A timetable should be included as a guide to the learning experiences that occur on a daily or weekly basis and identify specific times for all Key Learning Areas that meets compliance. TPP time and SSO times must be included.
6. Programs must include a scope and sequence for each KLA and link with the outcomes, Foundation Statements, content, planned assessment, resources, main idea that focuses on the units theme, where applicable.
7. The content planned and to be covered in each Key Learning Area should be recorded. The content taught should be ticked and initialled.
8. A statement concerning the nature of the assessment should be included and should relate to outcomes and foundation statements. Planned assessment must be ongoing and indicated in program and Scope and Sequence.
9. Teachers should reflectively evaluate their programs and the learning/teaching that emanated from it. This could be done at the end of a unit of work or at the end of term.
10. As part of the evaluation process, teachers are encouraged to comment on the appropriateness of strategies and resources used. (refer to compliance checklist)
11. Attention should be given to cross curriculum perspectives – gender; gifted and talented; special needs students; indigenous issues, learning styles and multiculturalism.
12. Teachers are encouraged to make use of technology when preparing programs and participate in cooperative planning.

PROGRAM SUPPORT AND SUPERVISION

Program supervision at St Paul's will be the responsibility of the Principal and Leadership team. It will be a collaborative and supportive process.

1. Learning and teaching programs will be supervised by the Leadership Team twice a term and collaboratively shared at Stage meetings each term. The Principal will view all staff programs once a year.
2. Each year a stage will be selected to present their programs for external compliance by the CEO. The stage supervisor will be responsible for co-ordinating compliance for their stage.
3. The Leadership team will ensure that content which occurs in programs has in fact been taught. This might involve sighting samples of students' work or a visit to the classroom.
4. Teachers and Supervisors will complete the Program Checklists for Teachers, a copy will be kept on file in the Leadership Office.
5. The Leadership team will support all teachers with planning and programming if required, particularly those new to the profession or those coming back after a long absence.

EVALUATION

This policy will be evaluated every two years.