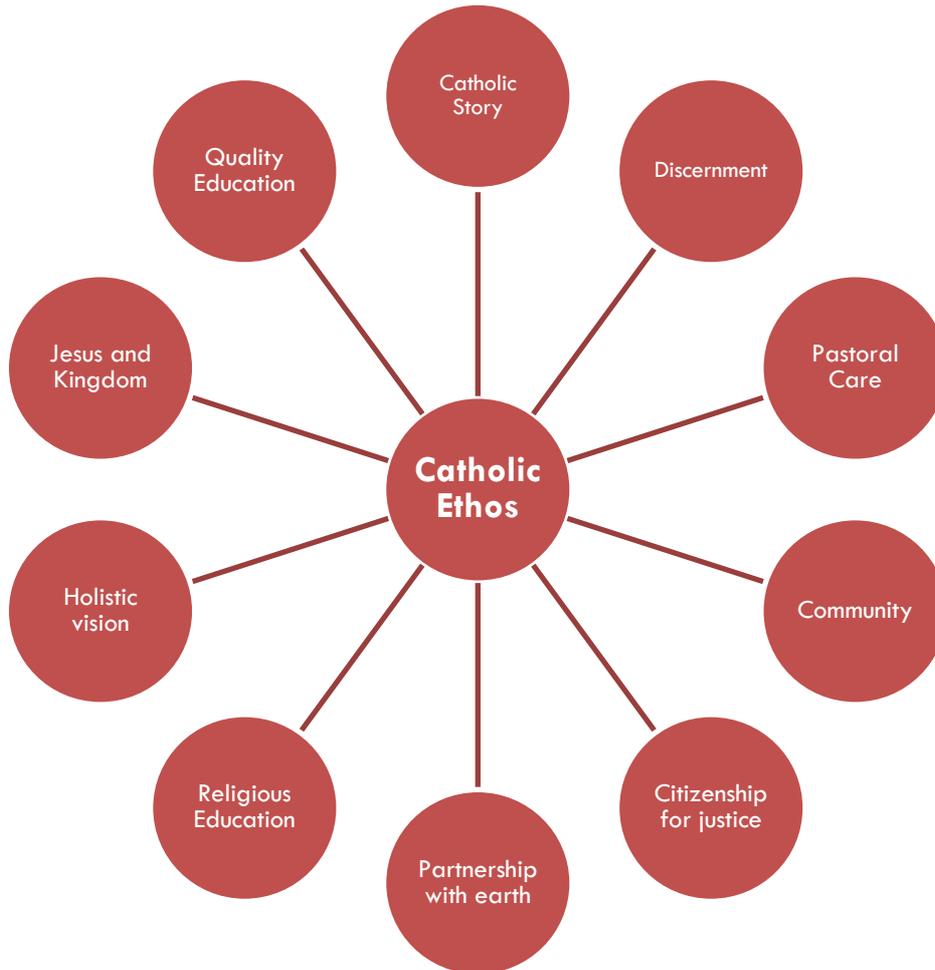


Curriculum development and implementation Policy

EDUCATIONAL PROGRAM

The educational program of the school derives from our commitment to Catholic Ethos summarised in the diagram shown below:



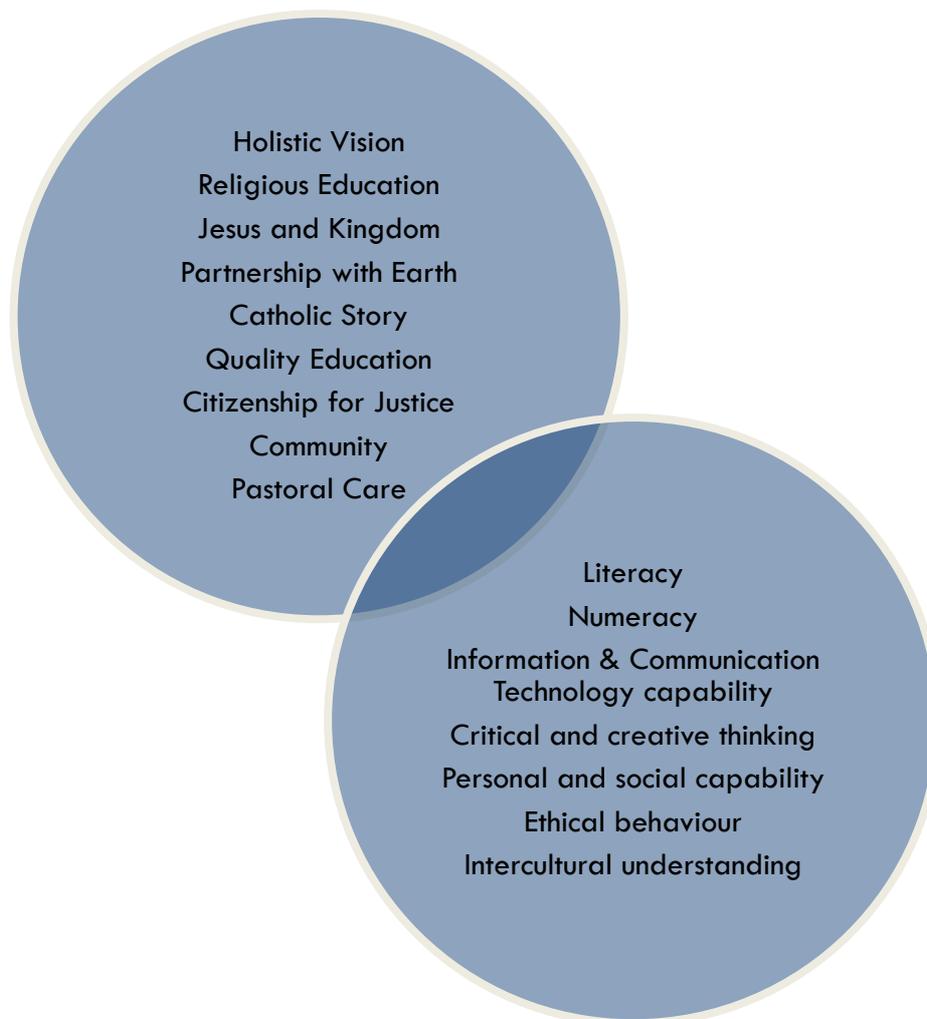
The Ethos of a Catholic School (Kevin Treston, 1998)

The provision of quality education is fundamental to the Catholic Ethos of Holy Family School. In turn, Holy Family embraces the Australian Curriculum as the basis of our curriculum to ensure the delivery of quality education to our students.

We discern a close correlation between the principles of Catholic Ethos and the General Capabilities that underpin the Australian Curriculum.

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The relationship between Catholic Ethos and the General Capabilities of the Australian Curriculum

As a Catholic Parish School our ethos is nurtured under the over-arching precepts of the SACCS Vision Statement and the Salisbury Parish Vision. Importantly, Holy Family is active in shaping an understanding of the Parish Vision for a preferred future.

The curriculum is described by ACARA which embraces the capability philosophy, and addresses means of Action Plans for each Key Learning Area (KLA) and Cross Curriculum Priorities

The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With this and the education goals of the Melbourne Declaration in mind, the curriculum gives special attention to three priorities:

- **Aboriginal and Torres Strait Islander histories and cultures** will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.
- **Asia and Australia’s engagement with Asia** will allow all young Australians to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.

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- **Sustainability** will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

The cross-curriculum priorities are embedded in learning areas as appropriate. When planning teaching and learning programs for the Australian curriculum, teachers will notice that the three cross-curriculum priorities have a strong but varying presence depending on their relevance to the learning area.

Within each learning area, individual content descriptions and elaborations have been tagged to show links to the cross-curriculum priorities.

Further information can be found on the cross-curriculum priorities home page on the Australian Curriculum website at www.australiancurriculum.edu.au

The Action Plans are reflected in Year Level Teams Term Overviews for each KLA. Class teachers present Learning Designs catering for individual needs of students in their class evidenced by daily teaching and learning observation and notes

Our pedagogy is shaped by our Teaching and Learning Values. At Holy Family Catholic School, we:

- provide a safe learning environment
- encourage the children to create their own authentic knowledge
- embrace the inquiry philosophy
- provide quality education
- promote collaborative learning
- believe that all children can be successful
- believe that children have 100 languages to share their learning
- provide a safe learning environment
- promote positive learning modelling by staff
- confirm that our prime purpose is learning
- promote Family engagement and participation in student learning
- engender a friendly, welcoming spirit in our learning community
- celebrate our cultural diversity
- embrace the reality that we are all life-long learners
- expect comprehensive learning design by our teachers
- use ICT to enhance teaching and learning
- promote the development of personal responsibility for learning with our Behaviour Education and Pastoral Care initiatives
- feature pastoral care as a prime concern in our community of learners
- continue to develop new learning philosophies for children to
- We model, guide and share learners towards independent learning
- We promote Family participation in student learning

We encourage our students to strive for excellence. Detailed action plans for Religious Education, English, Mathematics, Society and Environment, Information and Communication Technology, LOTE, Science, Music, Drama, Health/PE, Special Education and Ecology.

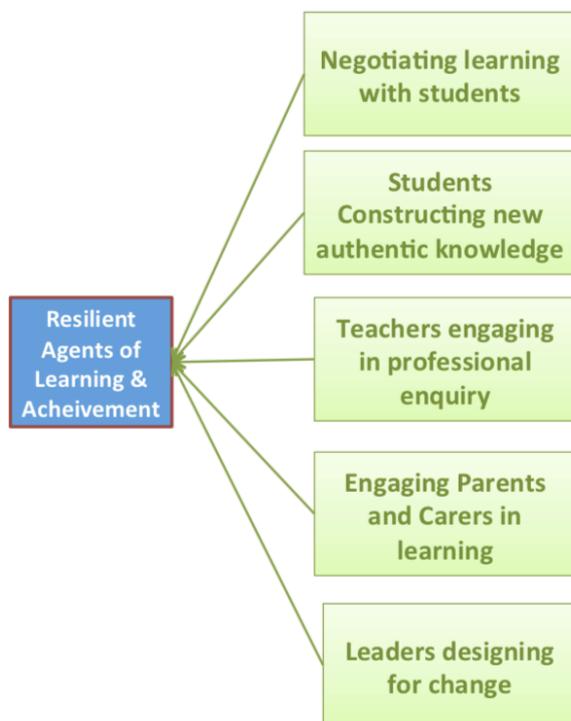
Our approach to professional development is understanding and application of the South Australian and Australian Curriculum Standards and Accountability Frameworks (SACSA and ACARA).

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SCHOOL'S DRIVERS

Holy Family has collectively created 5 drivers as a point of mission for students to be resilient agents of learning and achievement:



Each driver for change is pivotal to enhance learning opportunities for all members of the Holy Family community.

ASSESSMENT

Refer to the Assessment, Reporting and Evaluation Policy.

PERSONALISED LEARNING

At Holy Family we recognize that parents' main concern is for their own children and specifically for their learning needs.

At Holy Family we use a range of approaches to personalized learning including making extensive use of information and communication technologies. Each of the classes has access to LED Screens, multiple laptops, cameras and each teacher has their own lap top and Ipad. As required the school also provides individualised assessments for students. Students from year 2 and above are supplied with MacBook Air laptops to use to present their learning in new ways.

Staff participation in curriculum development/adaptation

There is a very strong culture of coaching, sharing and collaboration at Holy Family. This engenders a real sense of ownership over key initiatives in areas such as curriculum development and adaption. The Leadership of the school are very transparent and always invite staff feedback and input into this process. In the area of curriculum, teachers are kept abreast of any developments and asked to participate in discussions and planning at a local level. Teachers are very willing to share good practice and much of our staff meeting time has been dedicated to doing this. Our staff seem to feel safe and supported in this environment.

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Differentiated Learning Designs offered to meet the needs of students of different abilities

Here at Holy Family we have a range of support structures which reflect the diverse nature of our community.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Our school has the equivalent of 2.0 FTE EAL teachers provided by Catholic Education South Australia. The EAL team work closely with classroom teachers to support students who meet the EAL criteria. Using part C of the SACSA Framework, the EAL Team scales all EAL students to determine those with the highest need. They also focus on new Reception students who may be experiencing some difficulties with the language rich environment the school offers. Our EAL teachers work in the classroom with students with very specific needs either in small groups or 1 to 1.

We also have a Bi-Lingual Support Worker who supports our Vietnamese students and families. Their role is to work with students, communicate with families and also translate correspondence into Vietnamese.

SPECIAL EDUCATION

We have students who are funded for Special Education. The majority of our Special Education support is in the form of Leadership support time. Our focus is to have Leaders in class and following the program planned by the class teacher. We believe strongly that it is up to the class teacher to differentiate the curriculum to accommodate for all students.

We also support teachers by releasing them to meet with Special Education Consultants from Catholic Education or to attend professional learning. Recent examples include working with students with sensory needs, an introduction to Autism Spectrum Disorder, language disabilities and accommodating for students with intellectual disabilities.

Outside Agencies

At the school we have private Speech Pathologists who come and work with specific students. Parents are offered this service generally in consultation with the Principal or Deputy Principal. The speech pathologist is available to meet with parents and teachers to keep all key stakeholders informed.

INDIGENOUS STUDENT SUPPORT

For Aboriginal and Torres Strait Island (ATSI) Indigenous Students who require some additional support the school is able to apply for some additional support through the Catholic Education Office. The school has position of responsibility for Indigenous Education perspectives and learning.

INDUCTION OF NEW TEACHERS

New teachers are inducted into Holy Family through a variety of means. A formal WHS Induction is conducted by the WHS Coordinator on the first day of employment for all new teachers. This is recorded and kept on file.

On the second day we convene a group of new staff and the Leadership Team in which we give some insight into the ethos of the school and to ensure staff are aware of our priorities and goals. The APRIM then runs through the Staff Handbook individually and addresses any questions or concerns the group or individual teachers may have. A tour of the school is then conducted; separate to that of the initial induction. This gives an opportunity to outline Yard Supervision areas, Specialist subject areas, the Resource Centre and multipurpose areas such as the Hall and the Centre.

All teachers in the school have a buddy class that serves many purposes. For new teachers their buddy acts as a support and friendly face in another part of the school. They also have a teaching partner who they work closely with in planning and implementing the curriculum. A large proportion of the school is set out in double rooms which provide a very supportive and collaborative environment.

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Where single rooms exist, teachers are partnered with their neighbour class. The new teacher is also supported by their Year Level Team.

Where necessary we provide a Coach for new teachers. The Coach and teacher are provided with release time to meet. Meetings may also involve someone from the Leadership Team from time to time. All staff in the school have a Line Leader and at times have a Coach who supports them in Numeracy and Literacy who supports them and this is particularly important for new teachers.

All staff at Holy Family are encouraged to engage in Professional Learning. Teachers new to Junior Primary are required to participate in Early Years Assessment training. Members of the leadership team may suggest particular learning such as Special Education, Literacy or Numeracy. New teachers are also welcome to choose areas they wish to focus on. Teachers new to Catholic Education South Australia must also complete an induction session called Accreditation A, which is run by the CEO.

New teachers are also encouraged to apply for Positions of Responsibility within the school, as are all teachers.

ONGOING SUPPORT FOR TEACHERS IN THE DEVELOPMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS

The Leadership of the school are very supportive of staff professional learning and also recognise the importance of their own professional learning. Weekly staff meetings are focused on professional learning which is conducted by staff of the school and external providers. Here at Holy Family we believe that we all have something to offer and that we are all lifelong learners. It follows then that we have fostered a safe and collaborative environment where the sharing of ideas and resources is seen as imperative and beneficial to all.

When external providers are used, the leadership of the school choose providers who will benefit the staff by talking about “big picture” topics. We like to be challenged and taken into new areas so the focus of our whole school Professional Learning reflects this.

Ongoing support is offered to staff in a variety of ways. Every staff member has a Line Leader from the leadership team who is in constant communication with the principal. All staff are also encouraged to see the principal directly whenever they feel they need to.

Upgrading of qualifications

All permanent staff in Catholic Schools are encouraged to complete the Graduate Certificate in Catholic Education. This is a combination of Tertiary and system-based units with staff being given release time to complete some aspects of the Graduate Certificate. Through the Study Incentive Program (SIP) funding is also available for some teachers to undergo further tertiary study. Example of tertiary study by current staff includes Masters of Educational Leadership and Masters of Religious Education, Catholic Studies.

Staff appraisal

Annual Professional Reviews are undergone by all staff each year. Each staff member is given some reflection questions to consider prior to the meeting. Topics covered include role, WHS, challenges, highlights, professional learning needs, school ethos and future goals.

Regular meetings and conversations with Line Leaders and members of the leadership team are also considered staff appraisal. As with student assessment, the leadership team is very conscious of being constructive and sensitive when giving feedback. We focus on the issues at hand and not the person. The leadership of the school also give feedback to each other. The Principal and Deputy Principal are formally reviewed after their first year of appointment and then every 5 years.

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ACCESS TO VISITING SPECIALIST TEACHERS/CONSULTANTS

The Catholic Education Office offers a variety of consultants all of which are utilised at Holy Family. The school also has a designated Special Education consultant who regularly attends review meetings run by the Deputy Principal and attended by classroom teachers and parents. Some teachers on staff are also involved in specific projects such as:

- STEM Project
- Graduate Certificate in Catholic Education

External consultants and agencies are often called upon to support teachers, particularly in the areas of student well-being and Special Education. Representatives from Baptist Care and CAMHS are also invited to provide additional support.

In the area of Special Education consultants from Autism SA, private Speech Pathologists and Occupational Therapists are often utilised for staff and families.

STUDENTS

Pastoral care

As learning is the prime focus in our school so it follows that we promote holistic concern for the spiritual, physical, social and emotional well-being of the students in our community of learners. We understand that healthy minds and healthy bodies are important variables to the process of facilitating effective learning.

Holy Family is a welcoming community that is inclusive of the students that are not from the Catholic tradition. Students from other faith traditions participate in the liturgical celebrations of our school and experience the benefits of a school committed to Catholic Ethos.

Buddy Classes

Each year level is matched with another class in the school. Classes collaborate and share in learning to present assemblies together to the community.

Student leadership

In recent years the school has shifted away from a traditional "SRC" type approach to student leadership and focused more broadly on "student directed teams". All children at Holy Family are seen as leaders and therefore have the opportunity each day to demonstrate this to the community.

Evaluation of student outcomes by the school

The Leadership of the school take a keen interest in evaluating student learning outcomes. Through the lines of leadership, teachers are asked to submit their Learning Design documentation, assessment and behaviour records on a regular basis. Through discussion with class teachers, we are able to identify any students who may be at risk. We are also able to suggest possible strategies or changes to classroom practice. Within the school we have a range of expertise to draw on.

The NAPLAN Data is summarised by the leaders who then discuss future directions and areas of focus.

When a student or group of students present with some learning issues, a collaborative approach is adopted. Parents are informed of our concerns and involved in the process. When additional information or assessment is sought, parents are notified and often present during external assessments.

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