



To implement the DOBCEL Learning and Teaching Policies, schools are expected to adopt the following procedures and expectations for school and classroom practices

Implementation

Learning Environment

- Class norms are developed to provide clear expectations and are consistent with the school's vision and mission and school rules.
- The classroom environment is organised to promote and encourage independent and further learning opportunities.
- Preserving the dignity of the individual and their wellbeing is at all times a priority.
- Child safety and Wellbeing policies and procedures are consistently implemented and monitored.
- Teacher talk is monitored to ensure maximum student voice and engagement.
- A culture that all learning is important and exciting is fostered throughout the school.

Learning and Teaching

- There is a clear expectation to deliver quality learning and teaching in all learning areas and to all students.
- Teaching strategies are evidence-based and are adjusted to take into account diverse learning needs and ways of learning.
- Explicit teaching is actively engaged at the point of need and teachers model points of learning using high quality examples.
- Student voice is encouraged, expected, extended and characterised by high quality interactions. It is considered in the implementation of learning and teaching strategies.
- Well-framed questions are used to encourage deeper thinking in all learning areas and for all students.
- There is a mixture of whole class, group and individual teaching sessions. All learning groups are fluid to promote inclusion and high expectations.
- Inquiry-based learning is fostered in designated subject times and in integrated curriculum units. It is important that this approach strengthens the methodology of the relevant subject area.
- Lessons and units have a clear purpose, learning goal, success criteria and assessment rubric.
- A reflective plenary is incorporated at the end of learning sequences or unit.

- Learning experiences are accessible, motivating and challenging for all students.
- The learning is organised and facilitated to maximise student progress in the short term that leads to long- term high-quality outcomes.
- The learning process is active and not passive; and students have appropriate time to engage in the learning experiences.
- Connections are made to the learning using past learning experiences and its relevance to the learner. This is supported through pre and post testing.
- Feedback is embedded in teaching practice and includes peer and student feedback.
- Three tiers of support and targeted intervention are provided to assist students where necessary.

Curriculum

- A whole-school guaranteed and 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 in the nine learning areas and four capabilities.
- Curriculum is documented, planned and taught sequentially from the Victorian Curriculum F- 10 and Diocese of Ballarat Religious Education Curriculum Awakenings at each year level.
- Curriculum planning involves four interrelated levels: school, curriculum area, year level and learning unit(see Appendix 1)
- An overview of curriculum implementation that provides the allocation of times for each learning area is developed (see Appendix 2).
- Curriculum design commences with identifying student outcomes, moving to developing assessment tasksand then followed by authentic learning experiences and assessment tasks and rubrics (using backwards design method).
- Curriculum is adjusted to meet student needs and learning pathways.
- Multiple learning areas are incorporated into a learning unit if appropriate. This would be supported through inquiry-based learning.
- Links to other curriculum areas are made to learning in specific areas such as English, Mathematics andLanguage that takes place within its own dedicated learning period/s.
- Development of general capabilities, conflict resolution and child safety strategies are integrated into the curriculum design.

Inclusion

- Successful inclusive provision 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 and the Religious Education Curriculum Awakenings.
- Schools implement strategies that are inclusive and prevent discrimination and harassment of any student, including those with a disability. These include:
 - A curriculum focus on social and emotional learning that further develop knowledge and awareness of the importance of the dignity of each person, empathy, social justice, resilience and reconciliation.

- Implementing strategies to enhance student voice including those outlined in the anti-bullying and harassment policy.
- A curriculum design which draws on resources such as [Awakenings](#) and Respectful Relationships F- 6 (Department of Education and Training, (DET)/CECV).
- Incorporating restorative justice processes.
- The classroom program and strategies will consider the diverse needs of students such as student progress, cultural and socio-economic backgrounds
- Strategies to assist Aboriginal and Torres Straits Islander students are consistent with [The National Aboriginal and Torres Strait Islander Education Strategy](#) (2015).
- Learning experiences and curriculum must be differentiated, this may need to extend outside of a given year level expectation and curriculum standard for individual and groups of students.
- Program Support Groups (PSG) will be established for Students with Disabilities (SWD) and other students with special considerations, or learning or family support requirements (such as students requiring Tier 2 or 3 support and intervention or requiring faster progression of the standards) The school, in consultation with parents and student, will make reasonable adjustments to assist the student in accessing the curriculum and learning experiences.
- The Learning Diversity Leader will ensure that students are monitored and relevant processes for applying for additional funding are met with pertinent documentation and parent consultation being followed, according to timelines and DOBCEL requirements.
- PSG's 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 (NCCD) will have Learning Plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but at times require specific input involving withdrawal from the main classroom environment for short periods of time.
- Schools are to implement three tiers of student support:
 1. Good first teaching and classroom practice where specific, intentional assessment is used to collaboratively design instructional strategies using learning goals and criteria for each year level, in each learning area and capability. Learning strategies are matched to student needs. Learning is differentiated and monitored through data analysis at team meetings to track student progress, analyse strategies and identify students requiring additional support.
 2. Case management process (involving classroom teacher, learning diversity leader and area leader) determines effective intervention in addition to classroom instruction for students requiring specific identified support.
 3. Additional support that requires specialised or external resources to assist with student learning. This may include partnerships with external providers and community services.
- Learning Support Officers (LSO) and Koori Education Workers (KEW) assist teachers in supporting diverse student learning and personal requirements.

Reviewing student progress and professional learning

- Teachers meet weekly in professional learning meetings 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.
- A designated-leader facilitates the meetings that provide opportunities for team members to lead learning sessions, data analysis and discuss teaching strategies.
- The curriculum plan is regularly reviewed and monitored.
- Assessment records are available at team meetings to ensure that the learning needs of all students are met.
- The team leader liaises with the learning diversity leader to facilitate communication with the team regarding concerns or challenges for individual students.
- The team leader communicates to the school leadership team on student progress, professional learning and resource requirements (people, time, money) for consideration.
- The following guiding questions may assist the team in monitoring and reviewing student progress:

Current learning

- What do learners already know?
- What knowledge, skills, capabilities or concepts are already in place?
- What gaps are evident?
- What data needs to be analysed?
- What does the data indicate?
- How effective are classroom and intervention strategies for students at risk?
- How effective is classroom learning and teaching?

Future learning

- Where do learners need and want to be?
- What knowledge, skills and capabilities do learners need to develop?
- What are they going to learn next?
- How will the curriculum be organised?
- How will the strategies engage students?
- What are the considerations for students at risk?
- What will be the learning milestones?
- How will the learning be assessed?

Strategies to implement learning

- How do learner's best learn?
- What approaches are working?
- What strategies could we put in place?
- What strategies will be important for students at risk?

Professional learning

- What professional learning is required to improve professional practice?
- How will the professional learning assist teachers in engaging students in learning?
- How does it relate to the school and teacher professional learning plans?
- How will the professional learning be delivered, timeline, and by whom?
- What resources does the school need to ensure effective implementation?
- How will the professional learning be evaluated and monitored?

DOBCEL School Professional Learning

- Whole school professional learning plans for learning and teaching is developed in conjunction with the School Improvement Plan and implemented annually.
- Teachers develop annual individual professional learning plans which are discussed with the Principal/team leader each term. These plans also consider the priorities and goals of the School Improvement Plan.
- Teachers will engage in professional learning that builds their capacity to develop positive relationships and in managing conflict according to school policy.
- 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. This includes actively engaging in formal school requirements such as staff and team meetings as well as informal collaboration.

Monitoring and Review

- Analysis of annual survey tools for performance and development and culture of school.
- The Characteristics of a Highly Effective Catholic School (CHECS 2018).
- Regular analysis of student data by the School Leadership Team, staff and area teams
- Feedback from staff, students and parents such as Organisational Health Survey and school designed wellbeing surveys.
- Monitoring by the leadership team and Student Support Team of students on ILP, PSG, learning pathway and resources such as intervention programs and students working with LSO.
- Analysis of data and teacher practice. This is monitored by the leadership team to validate that teaching approaches are impacting on student outcomes including achievement, wellbeing, engagement and behaviour.
- Monitoring the School Improvement Plan through Annual Action Plans.
- Review and validation of learning and teaching through School Improvement Validation and Review process.
- Review of curriculum through:
 - regular analysis of data at year/level, staff meetings and professional learning;
 - auditing the curriculum against the standards each year;
 - feedback from student engagement surveys including the School Improvement Survey;
 - feedback from parents and
 - the School Improvement Validation and Review process.

Communication

- Staff and Parent Handbooks will include reference to the Learning and Teaching Policy and its availability on the school website.
- New staff will undertake induction of the policy and requirements and expectations for implementation.
- Emergency teachers will be inducted annually (or on commencement) regarding curriculum expectations, child safety and teaching practice.
- Principal will provide information on implementation of Learning and Teaching Policy to the School Advisory Council.
- Information forums will be available as required for parents. Parent engagement in learning strategies will be implemented to identify and conduct such sessions.
- All staff will revisit the policy annually through staff and team meetings.

Risk Management

The Principal, Learning/Area Leaders, Student Support/Wellbeing Leader and Learning Diversity Leader will assess areas of risk and develop actions and strategies to mitigate the potential risks. This will be entered on the risk management register and monitored in conjunction with the risk management committee. Staff will be informed and consulted on potential risks and actions and strategies to minimise any risks.

Appendices

Appendix 1 Curriculum Planning Checklist

Appendix 2 Whole School Curriculum Plan



Curriculum Planning Checklist

1. Whole School Planning (Long Term Planning)

- School planning is aligned to the school vision and mission and the School Improvement Plan.
- School plan and sequence for learning areas are developed taking into account the school context, subject requirements and methodology and diocesan and government requirements.
- School and year level learning units/learning sequences are identified to ensure sequential development and are challenging for all students.
- Curriculum planners are used in accordance with school requirements.
- Online resources for Awakenings will be used to assist with planning in Religious Education.
- Curriculum links are identified and planned for whole school and classroom programs in learning areas taught by specialist/subject teachers.
- Specific knowledge, skills and capabilities are identified according to student and school context.
- Specific events within the school are mapped and curriculum connections and strategies are developed across the school.

2. Level Planning (Medium Term Planning)

- Ongoing data analysis informs curriculum and learning and teaching direction through professional learning team meetings
- Curriculum implementation and resources are evaluated to ensure all student needs are being met.
- Principles of 'backward design' and differentiation are used to plan the curriculum and key assessment tasks.
- Common assessment tasks are developed and the organisation for moderation of student work is developed.
- Connections to learning areas are identified to enhance subject and integrated learning and inquiry units/cross curriculum connections.
- Towards Foundation Level Victorian Curriculum will be used to support students with disabilities that are not at foundational level of the curriculum and standards.

3. Teacher Planning (Short Term planning)

- Detailed unit planning includes learning intentions, success criteria, and assessment tasks as well as detailing how the curriculum and resources are adjusted/differentiated for students.
- Teachers provide an evaluation and reflection on the implementation of the weekly/fortnightly learning plan.
- ILPs are used to guide learning for specific students.
- Identification of key knowledge, skills and capabilities that have been prioritised for individual or groups of students are identified and evidence-based strategies are identified.
- Communication with LSOs is facilitated to enhance student learning.
- Weekly/fortnightly timetabling is mapped to ensure adequate provision, taking into account specific events within the school.
- Resources are considered and checked before implementation.



Whole School Curriculum Plan

The following provides an outline of the learning areas and weekly time allocation across F-6. Multiple learning areas are often part of a unit and not always taught as separate subject areas.

LEARNING AREAS	TIME ALLOCATION
English <ul style="list-style-type: none"> Reading & viewing Speaking & Listening Writing 	10 hours weekly
Mathematics <ul style="list-style-type: none"> Number and algebra Measurement Geometry Statistics & probability 	5 hours weekly
Religious Education	2.5 hours weekly
Health & Physical Education	2.5 hours weekly
Arts	1 hour weekly
Languages	1 hour weekly
Humanities <ul style="list-style-type: none"> Civics & Citizenship Economics and Business Geography History 	1 hour weekly
Science <ul style="list-style-type: none"> Earth science Biological science Chemical science Physical science 	1 hour weekly
Technology <ul style="list-style-type: none"> Design & technology Digital technologies 	1 hour weekly
TOTAL	25 hours weekly

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.