



GALILEE REGIONAL CATHOLIC PRIMARY SCHOOL LEARNING AND TEACHING POLICY

Rationale:

Learning and Teaching at Galilee Regional Catholic Primary School is designed using the Victorian Curriculum and the Catholic Education Melbourne's (CEM) Horizons of Hope. Student learning is personalised according to their Zone of Proximal Development. This ensures that all students are able to enter the learning at their point of need and experience success.

We believe that learning is a meaningful, lifelong process and that children need to be active participants in their own learning in order to gain the necessary life skills for their future.

Aims:

Effective learning and teaching practices will enable students to:

- be engaged in learning through inquiry and collaboration
- develop positive self-esteem in a safe, secure and supportive environment
- develop and apply skills in order to engage critically and effectively in a multi-modal world
- be active learners within a positive and contemporary learning community
- make connections and contribute to the community


Implementation:

Teachers at Galilee Regional Catholic Primary School are committed to providing the highest standard of instruction. Programming is in accordance with the CEM guidelines and Victorian Curriculum. Teachers are expected to use a variety of strategies to meet the diverse needs of the students and to improve the learning outcomes. Pedagogy that engages students, helps students to link curriculum with their life experiences and that contributes to positive classroom experiences, is employed by Galilee's staff. Teaching and support staff are given opportunities to enhance their teaching knowledge and skills through professional learning experiences. They are encouraged to share their expertise within their school community and system wide.

Teaching

It is an expectation that Galilee Regional Catholic Primary School teachers:

- provide 'hands on' activities
- provide real life contexts and STEM based learning opportunities that are relevant to the context of Galilee students
- provide explicit teaching of concepts and skills
- provide lessons that allow for differentiation and different learning styles
- make intentions of lessons clear to students and develop success criteria
- provide opportunities for students to self-reflect on their learning and identify their growth

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- provide opportunities for the development of the capabilities outlined in the Victorian Curriculum
- use digital technology to engage students
- use open ended questioning and investigative approaches
- investigate students' prior knowledge through discussion, pre-assessment and current data to inform planning
- provide feedback to students
- provide families with an overview of the term's curriculum at the beginning of each term to encourage home/school connections

Planning Requirements

Teachers are required to work in teams to plan, develop and implement rich learning programs for the students of Galilee.


To meet the aims of the teaching and learning policy teachers work collaboratively to:

- use the Victorian Curriculum – content descriptors and achievement standards to design Units of work for their students
- identify levels of learning and achievement (pre and post tests) to inform their planning and what to teach
- provide a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of learning – differentiated curriculum
- use the achievement standards to make judgements about the quality of learning demonstrated by the students
- use the data/information collected from student achievement progress to report to parents both informally and formally
- maintain planning documentation that outlines;
 - how teaching and learning experiences are linked to the Victorian Curriculum/ RE Curriculum Framework
 - specific data that has been utilised to inform practices
 - how learning experiences are adjusted to enable and extend students

All programs are to be kept electronically on the school Google Drive within year level folders in the relevant calendar year. Teaching programs are checked by the Deputy Principal and Curriculum Leaders by Week 7 each term.

Assessment

Assessment is the process of gathering and interpreting information about student progress and achievement of standards. Assessment is designed to allow students the opportunity to demonstrate their ability and knowledge and understanding over a period of time. Assessment occurs as a regular part of teaching and learning. Students are assessed in accordance with the achievement of the Australian Curriculum standards, by the classroom teacher and other specialist teachers on staff.

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Assessment is for a variety of purposes including:

- to direct future planning and teaching
- to inform teachers, students and parents about current understandings or misconceptions
- to identify strengths and weaknesses
- to create a 'point in time' snapshot of a student's performance
- to inform reporting

At Galilee Regional Catholic Primary School, planning for assessment is a vital part of the teaching process. Therefore:

- teachers must have a clear idea of their assessment before they plan their learning experiences
- teachers must include a variety of assessment techniques
- assessment criteria on rubrics should use descriptive and comparative words to enable teachers to make clear judgements about the standard of a student's work
- students should be informed of assessment items and should know exactly what is expected

An Assessment Schedule is provided to teachers at the beginning of each school year outlining the types of assessment each teacher is required to collect throughout the year. Other forms of assessment are essential; however, this is the data that needs to be stored on SPA (Student Performance Analyser) and shared with Catholic Education Melbourne.

Reporting

Reporting is an integral part of the learning process and communicates information that has been obtained from a variety of assessment processes. It requires teachers making professional judgements on student achievement.

At Galilee Regional Catholic Primary School reporting occurs in the following ways:

- Meet the Teacher Interviews in Term 1
- Formal A-E report to parents each semester (Terms 2 and 4)
- Informal/formal feedback/reporting on a needs basis
- NAPLAN results for Year 3 and 5

Learning Spaces

Learning spaces at Galilee differ. In each space the furniture and surroundings offers the teachers and educators the opportunity to make adjustments suited to the learning space and learners. Galilee will endeavour to ensure all furniture is suitable to optimal learning opportunities and will regularly monitor the appropriate use and purchase of new furniture.



Time allocation (approximate only)

Prep-2 (Digital Technologies and Capabilities integrated into all subject areas)		Year 3-6 (Digital Technologies and Capabilities integrated into all subject areas)	
English	10 hours per week	English	10 hours per week
Mathematics	5 hours per week	Mathematics	5 hours per week
Religion (integrated with STEM)	min. 2 hours per week	Religion (integrated with STEM)	min. 2 hours per week
STEM (Science, Technology, Engineering, Maths, The Humanities)	min. 2 hours per week	STEM (Science, Technology, Engineering, Maths, The Humanities)	min. 2 hours per week
Physical Education	40 minutes per week	Physical Education	1 hour per week
Visual Arts	40 minutes per week	Visual Arts	1 hour per week
Performing Arts	1 hour per week	Performing Arts	40 minutes per week
LOTE-Italian	1 hour per week	LOTE-Italian	40 minutes per week
Resilience, Rights and Respectful Relationships (PSEL)	1 hour per week	Resilience, Rights and Respectful Relationships (PSEL)	1 hour per week