

ST MICHAEL'S PRIMARY SCHOOL

LEARNING & TEACHING FRAMEWORK

OUR VISION

As a founding school of the Josephite sisters, we are challenged and inspired to live by the example of Mary MacKillop. We see students, teachers and parents as partners in learning, where the worth and dignity of each person is acknowledged, appreciated and celebrated. This is the foundation from which we will nurture and develop self-reliant and confident individuals who will make a difference in the world.

OUR STRATEGIC INTENT

We are committed to creating an inclusive learning community that engages students so that they are motivated, creative and collaborative learners, who are challenged to aim high and are given opportunities to grow in all areas of their lives.

Through the inspiration of the person of Jesus, Scripture and Mary MacKillop, we want to build a vibrant Catholic identity that connects with, and has meaning for, our students, parents and staff.

INSTRUCTIONAL VISION

Ensuring high quality outcomes for all students.

We will achieve this through:

Building the capacity of staff to improve student learning

- Focus on purposeful and explicit teaching to improve student learning outcomes.
- Support teacher development and knowledge of Victorian Curriculum as a framework for planning.
- Develop teacher knowledge and understanding of pedagogical practices that improve students' literacy and numeracy outcomes.
- Provide access to quality professional learning.
- Develop a culture of collaboration and collective responsibility.

Developing a culture of school improvement

- Establish shared goals and understandings around our educative purpose.
- Have clear and transparent processes for monitoring school improvement.
- Create a collaborative environment that enables staff to critically reflect on their practice to improve student learning.

Sharing leadership

- Develop a sustainable model of leadership through building teacher capacity.



DESIGN PRINCIPLES FOR ST MICHAEL'S PRIMARY SCHOOL, HEYFIELD

OVERARCHING PRIORITY

We are committed to our faith community, fostering an environment where all teachers and students reach their potential and beyond.

WHAT WE ARE COMMITTED TO...

We are committed to evidence-based best practice.

We are committed to building capacity of all teachers through a culture of collaboration and mutual support.

WHAT WE ASPIRE TO ...

Students as partners in assessment, learning and teaching.

Achieving a high level of student engagement.

Implementing a curriculum which has entitlement for all.

This means:

- Connecting our faith to a modern perspective (recontextualisation).
- Celebrating together.
- Helping students to live the Gospel values.
- Modelling commitment to our faith.
- Supporting students to become independent learners.
- Creating an environment where teachers and students are challenged.
- Knowing our students and knowing what they need to learn.
- Being purposeful and strategic in our teaching.
- Having the belief that all students can learn and progress.
- Focusing on the development not the deficit.
- Working towards common goals.
- Being committed to a culture of self-reflection and peer collaboration within an accountability framework.
- Supporting each other in achieving our vision.
- Working in partnership with parents.

LEARNING ENTITLEMENT PLAN

In Victoria the school curriculum for all Government and Catholic schools is set out in the Victorian Curriculum F–10. The curriculum defines the common and core set of knowledge and skills that are required both for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards

The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

Learning Areas	Capabilities
<ul style="list-style-type: none">• The Arts<ul style="list-style-type: none">○ Dance○ Drama○ Media Arts○ Music○ Visual Communication Design (7-10)○ Visual Arts• English• Humanities<ul style="list-style-type: none">○ Civics and Citizenship○ Economics and Business○ Geography○ History• Languages• Health and Physical Education• Mathematics• Science• Technologies<ul style="list-style-type: none">○ Design and Technologies○ Digital Technologies	<ul style="list-style-type: none">• Critical and creative thinking• Intercultural• Ethical• Personal and social

The achievement standards reflect the emphasis within the broad stages of schooling, these being:

Foundation Stage (Years F – 2)

The focus is on the five curriculum areas of English, Mathematics, The Arts, Health and Physical Education, and Personal and Social Capability. These areas all have a standard at Foundation. In the early years of schooling, schools may choose to structure teaching and learning programs around the five outcomes of the Victorian Early Years Learning and Development Framework (VEYLDF).

Breadth stage (Years 3–8)

Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics, Science.

Pathways stage (Years 9–10)

Students engage in a broad education and begin to plan their senior secondary program of study.

What do we assess and report to in Primary School?

Learning Area & Capabilities		Students with disabilities A-D	F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
English		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
Maths		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
The Arts	Visual Arts	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Music	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Media Arts	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Dance	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
	Drama	Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
Critical and Creative Thinking		Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
Ethical Capability			⇒	⇒	Standard	⇒	Standard	⇒	Standard
Health & Physical Education		Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
The Humanities	Civics & Citizenship					⇒	Standard	⇒	Standard
	Economics & business							⇒	Standard
	Geography	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
	History	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
Intercultural Capability			⇒	⇒	Standard	⇒	Standard	⇒	Standard
Languages F - 10			⇒	⇒	Standard	⇒	Standard	⇒	Standard
Personal & Social Capability		Standard	Standard	⇒	Standard	⇒	Standard	⇒	Standard
Science		Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
Technologies	Design & Technologies	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard
	Digital Technologies	Standard	⇒	⇒	Standard	⇒	Standard	⇒	Standard

Students with Additional Needs

Student Support Group (SSG) established and meets second half term 1.

- Initial meeting to review goals from end of previous year or set goals if new student.
- Set new goals for the next term. These goals are based on the student's knowledge, skills and behaviours that the Student Support Group considers to be achievable and high priority for the student to acquire or maintain over the next year.
- Ensure student's needs are being met – access to classroom program, inclusivity, whether further assessment required, social and emotional wellbeing, etc.

Student Support Group meets at the end of each term to review the Personalised Learning Plan (PLP).

Learning Adjustment Leader oversees the program in line with NCCD requirements.

St Michael's Primary School Assessment Schedule

		FOUNDATION	1/2	3/4	5/6
Ongoing		<i>Teacher based anecdotal notes & student goal setting are ongoing assessments, using MAI for pre/post testing</i>			
Term 1	Weeks 1-5	BAS	Observation Survey (Clay)	TORCH reading comprehension	TORCH reading comprehension
		BAS Concepts of Print	For all year 1 and for at risk year 2 students	MAI Numeracy Interview	MAI Numeracy Interview
		BAS 20 word list			
		Observation Survey (Clay) <ul style="list-style-type: none"> Letter ID (for all) Complete survey for higher achieving students 	Record of Oral Language (for all year 1 and at risk year 2 students) MAI Numeracy Interview	SA Spelling Test Form A	SA Spelling Test Form A
		Record of Oral Language (for all students)	SA Spelling Test (Year 2 – Teacher Judgement)		
	Weeks 6-10	Drawing sample- (Name invitation to write)			
		MAI Numeracy Interview			
		Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk
		Parent/Teacher Initial Interview	Parent/Teacher Initial Interview	Parent/Teacher Initial Interview	Parent/Teacher Initial Interview
		Writing Sample <ul style="list-style-type: none"> annotated /analysis Running Record (BAS) 	Writing Sample - Recount <ul style="list-style-type: none"> annotated /analysis/rubric Running Record BAS 	Writing Sample- Narrative <ul style="list-style-type: none"> annotated /analysis/rubric Running Record BAS 	Writing Sample - Narrative <ul style="list-style-type: none"> annotated /analysis/rubric Running Record BAS
		Picture Chat (teacher judgement of concept knowledge)			

		PLT Meeting : Students at Risk	PLT Meeting : Students at Risk	PLT Meeting : Students at Risk	PLT Meeting : Students at Risk
Term 2	Weeks 1-5	Drawing sample	Spelling Analysis – Words Their Way	Spelling analysis – Words Their Way Naplan Year 3	Spelling analysis – Words Their Way Naplan Year 5
		Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk
	Weeks 6-10	Writing Sample - Recount <ul style="list-style-type: none"> annotated /analysis Running Record (BAS) Spelling analysis – Marie Clay 'Hearing Sounds in Words'	Running Record (BAS) Writing Sample- <ul style="list-style-type: none"> annotated /analysis/rubric 	Running Record (BAS) Writing Sample - <ul style="list-style-type: none"> annotated /analysis/rubric 	Running Record (BAS) Writing Sample - <ul style="list-style-type: none"> annotated /analysis/rubric
		PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk
		Written Report	Written Report	Written Report	Written Report
Term 3	Weeks 1-5	MAI Pre/Post Testing Drawing sample	MAI Pre/Post Testing	MAI Pre/Post Testing TORCH	MAI Pre/Post Testing TORCH
		Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk	Teachers to identify students at risk
		Student led conferences	Student led conferences	Student led conferences	Student led conferences
	Weeks 6-10	Writing Sample- Recount <ul style="list-style-type: none"> annotated /analysis Running Record (BAS)	Writing Sample - Recount <ul style="list-style-type: none"> annotated /analysis/rubric Running Record (BAS)	Writing Sample - Narrative <ul style="list-style-type: none"> annotated /analysis/rubric Running Record (BAS)	Writing Sample- Narrative <ul style="list-style-type: none"> annotated /analysis/rubric Running Record

			SA Spelling Test (Year 2 – Teacher Judgement)	SA Spelling Test Form B	(BAS) SA Spelling Test Form B
		PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk	PLT Meeting: Students at Risk
Term 4	Weeks 1-7	PAT Assessment – Reading & Maths BAS BAS Concepts of Print BAS 20 word list Observation Survey (Clay) all students (adjust for BAS Assessment) Record of Oral Language (for all students) Drawing sample Writing Sample <ul style="list-style-type: none"> annotated /analysis Spelling analysis (select from Ob Survey/Marie Clay) Words Their Way (Teacher Judgement)	PAT Assessment – Reading & Maths Observation Survey (Clay) <ul style="list-style-type: none"> For all year 1 and for at risk year 2 students Record of Oral Language (for all year 1 and at risk year 2 students) Benchmarking (BAS) Spelling Analysis – Words Their Way Writing Sample <ul style="list-style-type: none"> annotated /analysis/rubric 	PAT Assessment – Reading & Maths Benchmarking (BAS) Spelling Analysis – Words Their Way Writing Sample – <ul style="list-style-type: none"> annotated /analysis/rubric 	PAT Assessment – Reading & Maths Benchmarking (BAS) Spelling Analysis – Words Their Way Writing Sample – <ul style="list-style-type: none"> annotated /analysis/rubric
	Weeks 8-10	Written Reports	Written Reports	Written Reports	Written Reports

ST MICHAEL'S SCHOOL PLAN FOR ENTITLEMENT AND REPORTING BY LEARNING AREA

FOUNDATION – YEAR 3

Term 1	Term 2	Term 3	Term 4
Religious Education	Religious Education	Religious Education	Religious Education
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education	Physical Education
Languages	Languages	Languages	Languages
The Arts	The Arts	The Arts	The Arts
JUNIOR – INTEGRATED INQUIRY			
IDENTITY, DIVERSITY & CULTURE: Culture and Identity	SUSTAINABILITY AND ENVIRONMENT	CREATIVITY AND PERFORMANCE	BUILDING STRONG COMMUNITIES
Victorian Curriculum connections English & Mathematics Humanities Design & Technologies Critical and Creative Thinking Capability Personal and Social Capability	Victorian Curriculum connections English & Mathematics Science Humanities Design & Technologies Personal and Social Capability Ethical Capability	Victorian Curriculum connections English & Mathematics Science Design & Technologies Humanities Critical and Creative Thinking Capability	Victorian Curriculum connections English & Mathematics Health & PE Humanities Critical and Creative Thinking Capability Ethical Capability Personal and Social Capability
TIME ALLOCATION PER WEEK Religious Education – 3.0 hours English – 10 hours Mathematics – 5 hours Physical Education – 1 hour Languages – 1 hour The Arts – 1.5 hours Digital Technologies – 1 hour Learning Area Investigations and integrated inquiry – 2 hours			

ST MICHAEL'S SCHOOL PLAN FOR ENTITLEMENT AND REPORTING BY LEARNING AREA

YEARS 4 – 6

Term 1	Term 2	Term 3	Term 4
Religious Education	Religious Education	Religious Education	Religious Education
English	English	English	English

Mathematics	Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education	Physical Education
Languages	Languages	Languages	Languages
The Arts	The Arts	The Arts	The Arts
MIDDLE/SENIOR – INTEGRATED INQUIRY			
IDENTITY, DIVERSITY & CULTURE: Culture and Identity	SUSTAINABILITY AND ENVIRONMENT	CREATIVITY AND PERFORMANCE	BUILDING STRONG COMMUNITIES
Victorian Curriculum connections English & Mathematics The Humanities Technologies Critical and Creative Thinking Capability Personal and Social Capability Intercultural Capability	Victorian Curriculum connections English & Mathematics Science The Humanities Technologies Critical and Creative Thinking Capability Personal and Social Capability	Victorian Curriculum connections English The Arts Critical and Creative Thinking Capability Personal and Social Capability	Victorian Curriculum connections English & Mathematics The Humanities Critical and Creative Thinking Capability Ethical Capability Personal and Social Capability
TIME ALLOCATION PER WEEK Religious Education – 3 hours English – 8 hours Mathematics – 5 hours Physical Education – 1.5 hours Languages – 1 hour The Arts – 1.5 hours Digital Technologies – 1 hour Learning Area Investigations and integrated inquiry – 3.5 hours			

RELIGIOUS EDUCATION SCOPE AND SEQUENCE 2019

ST MICHAEL'S PRIMARY SCHOOL, HEYFIELD

Each strand in the revised religious education curriculum is taught through 4 lens:

Scripture, Tradition, Christian Prayer & Liturgy, Religion & Society

Term	STRAND	Themes	P-3	4-6
			How do we live out Lent and Easter?	
One	Sacramental Church	Liturgical Year Lent / Easter Sacraments (Reconciliation)	TDF (Content Descriptions): Explore and recognise that people have different	TDF (Content Descriptions): Explore major Catholic feasts and seasons of the liturgical year. Explore the Easter Triduum, the most important time of the
	Interrelated Strand:	Prayer / Fasting /		

		Almsgiving	<p>experiences of life and culture and celebrate in a variety of ways. Explore how the Church celebrates Jesus' life, death and resurrection in the many feasts and seasons of the liturgical year. Explore the events of Holy Week as depicted in Scripture</p> <p>Explore some of the rituals that take place during Lent, Holy Week and Easter</p> <p>GRADE THREE – Sacrament of RECONCILIATION</p> <p>Scripture: Luke 11:1-4, Matthew 6:9-13 <i>The Lord's Prayer</i></p> <p>Luke: 19:1-10 <i>Jesus and Zacchaeus</i></p>	<p>liturgical year. Explore the purpose and meaning of each Sacrament.</p> <p>Scripture: Luke 14:32-50 <i>Jesus Prays in Gethsemane</i></p> <p>Luke 24: 1-12 <i>The resurrection of Jesus</i> Luke 24: 13-35 <i>The walk to Emmaus</i></p>
			<p>How are we connected to all of God's creation?</p>	
Two	Triune God	Creation & Stewardship	<p>TDF (Content Descriptions): Know that God is the loving creator of our world. Explore ways people can look after the world, entrusted to their care. Explore creation stories in order to deepen their understanding of the invitation to be responsible</p>	<p>TDF (Content Descriptions): Explore how God is described as Father, Son and Holy Spirit, through Scripture and arts. Explore through scripture how God invites people to respect and nurture life.</p> <p>Scripture: Genesis 1:1-2:4 <i>Six days of creation and the Sabbath</i> Genesis 2:4-24 <i>Another account of the Creation</i></p>
	Interrelated Strand: Christian Life and Catholic Social Teaching	Caring for and sustaining our world		

			stewards of creation. Scripture: Genesis 1:1-2:4 <i>Six days of creation and the Sabbath</i>	
			How do we live as Jesus’ Disciples?	
Three	Life and Mission of Jesus	Discipleship Jesus’ Disciples Mary as the first disciple	TDF (Content Descriptions): Explore how Jesus lived as a person of compassion, love and forgiveness. Explore Jesus’ mission. Explore Mary’s special role in the life of Jesus and how she modelled trust in God. Scripture: John 2:1-11 - <i>The Wedding of Cana</i> Luke 1:26-38 – <i>The Annunciation</i> Luke 1: 39-56 – <i>The Visitation</i>	TDF (Content Descriptions): Explore the type of Old Testament Messiah promised to the Hebrew people as described in the book of Isaiah. Explore some of the titles given to Mary that highlight her importance in the life and mission of Jesus, and her continued importance as the Christian model of a faith-filled disciple. Reflect on who Jesus is for them today and what this means for how they live their life. Scripture: Mark 6:6b-13 – <i>The Mission for the Twelve</i> Isaiah 53
	Interrelated Strand:			
			How does being close to God, turn towards the needs of others?	
Four	Christian Life and Catholic Social Teaching	Dignity of the Human Person Social Issues in our world – Mission: Looking after our needs and the needs of others Christmas	TDF (Content Descriptions): Christmas <ul style="list-style-type: none">How can we celebrate and share God’s gift of love during Advent? Scripture:	TDF (Content Descriptions): Christmas: <ul style="list-style-type: none">Why is Mary a key figure in advent? Scripture: Matthew 25: 35-40 <i>The Judgement of the Nations</i> Matthew 2:1-11 <i>The Visit of the Wise Men</i> Matthew 1:18-25 <i>The Birth of Jesus the Messiah</i>
	Interrelated Strand: Sacramental Church (Christmas)			

			<p>Mark 12:41-44 <i>The Widow's Offering</i></p> <p>Luke 2:1-7 <i>The birth of Jesus</i></p>	
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