Curriculum

Since 2011, all Australian schools have undergone a major transformation with the move towards a new national curriculum.
Here at St Anthony’s, we strive to meet the demands of this new Australian curriculum, and at the same time, provide rich learning experiences for all our students.

Our aims are:
- to deliver the curriculum with intent, commitment and passion
- to ensure that each student progresses to an optimum standard, is fully engaged in their learning, and continues to grow as a lifelong learner
- to see that teachers continue to grow as professional educators by constantly reflecting on their teaching practices and endeavouring to improve upon them through collaborative team planning, teaching, assessing and reporting; and through professional development opportunities.

We acknowledge that the Australian Curriculum underpins the content of what we are to teach and what our students need to know and what they need to be able to do.
We will be fully implementing all areas of the new curriculum by the end of 2016.

The new curriculum sets out what all young people should be taught through the specification of curriculum content, content descriptions (CD’s), and through the learning expected at points in their schooling through the specification of achievement standards. The content and processes are referenced to single year level junctions (e.g. Year 4 content, Year 5 content, etc.), unlike the QCAR curriculum which was organized into two-year intervals. This means that, all things being equal, a child in Year 4 will be learning with the Year 4 content descriptions. The A to E report card grades are referenced to these content descriptions.

St Anthony’s is generally a single stream school from Prep to Year 6. Planning and teaching reflect the national curriculum, evident in the Diocesan Learning Profile (DLP), and every effort is made to ensure that the teaching and learning are creative, stimulating and enhance student performance, as well as being relevant to the students’ needs.

TEACHING AND LEARNING:

- Each child is valued and has the right to be included, to participate and to learn in a safe environment.
- Children are introduced to learning concepts according to their level of development.
- Teaching will provide opportunities for revisiting concepts in order to consolidate skills, knowledge and understanding for each child.
- Teaching will cater for the fact that children learn in different ways and at different rates.
- Progression through primary schooling can and may vary from child to child.
- Appropriate and effective support will be provided to assist students in their learning.
ENGLISH
Rationale
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.
For further information on the Maths Curriculum, please visit the Australian Curriculum website:
http://www.australiancurriculum.edu.au/Home

ST ANTHONY’S Whole School Approach to English:
➢ Write2Spell – a Prep-Yr6 program that drives the consistent development of handwriting, phonological awareness, phonics and spelling
➢ STA Reading Program (currently in draft form) – a whole school approach to the teaching of reading
➢ Writing – a whole school approach to the teaching of writing, with a focus on the 6+1 Traits of Writing
➢ Promotion of the ‘Daily 5’ in classrooms
➢ Opportunities for regular formal/informal Oral Presentations
➢ Focus Groups Established for target teaching opportunities

MATHS
Rationale
Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.
For further information on the Maths Curriculum, please visit the Australian Curriculum website:
http://www.australiancurriculum.edu.au/Home

ST ANTHONY’S Whole School Approach to Maths:
➢ Teaching Process – plan, teach, assess, revisit & consolidate, report
➢ MAGS (Maths Activity Guidelines for Schools) – Prep to Year 3
➢ Focus Groups Established for target teaching opportunities

ASSESSING AND REPORTING:

• Assessing and Reporting are evident in the DLP
• Reflective of a student’s performance during a semester
• Report Cards will provide parents with information on their child’s progress, as a result of testing, assignments, observations and work samples
• Report Cards will be distributed to parents/caregivers at the end of each semester
• Teachers will provide parents with the opportunity for a brief interview to discuss their child’s progress at the end of Term 1 & Term 3. St Anthony’s considers these interviews as a valuable means of fostering a positive educational partnership with parents/caregivers and encourages all to participate
• Student Portfolios will sent home each term to provide evidence of student progress.
**Report Card Gradings:**

The C grade means that the student is able to use the knowledge, understanding and skills in ‘routine, familiar situations’ for their respective year level. The other grades of D (can partially use the knowledge, or only use some of the knowledge) and E (has not yet acquired the knowledge) also apply to routine, familiar situations.

The grades of A and B indicate that the student is able to use the knowledge in situations requiring ‘creative and critical thinking, inquiry and insight’. (An A indicates that the student is able to use the knowledge in these situations. The grade of B indicates that the student is able to partially use this knowledge in these situations.) In other words, the higher grades indicate higher-order thinking.

The grade standards are summarized below:

- **A** The student is able to independently apply the targeted knowledge, understanding and skills in both routine, familiar situations and in situations that require critical and creative thinking, inquiry and insight.
- **B** The student is able to independently apply the targeted knowledge, understanding and skills in routine, familiar situations and is able to partially apply this targeted knowledge, understanding and skills in situations that require critical and creative thinking, inquiry and insight.
- **C** The student is able to independently apply the targeted knowledge, understanding and skills in routine, familiar situations.
- **D** The student is able to partially apply the targeted knowledge, understanding and skills in routine, familiar situations and in situations.
- **E** The student has not yet acquired the targeted knowledge, skills and understanding and is unable to apply this in routine, familiar situations.

Similarly, all learning areas in Prep will be reported on using a five-point scale in the twice-yearly report card, along with other reporting instruments such as portfolios. The descriptors for this five-point scale are:

- Applying (AP)
- Making Connections (MC)
- Working With (WW)
- Exploring (EX)
- Becoming Aware (BA)

**DLP (Diocesan Learning Profile)**

The **Diocesan Learning Profile (DLP)** is a digital curriculum management system that has been implemented across all schools in the Toowoomba Diocese. This management system fully integrates and streamlines the five (5) pedagogical processes in the **Diocesan Learning Framework (DLF): Pedagogical Learning, Planning, Teaching, Assessing and Reporting**, and as such draws on Bernard Lonergan’s deep and profound understanding of human learning and knowing. The fundamental purpose of the DLP is to enable the Diocesan Learning Framework to come to life in every school, every classroom and for every teacher and student in the diocese.
Teachers here at St Anthony’s were introduced to the DLP at the beginning of 2011 and since then have been planning, uploading assessment data and reporting to parents using the DLP. By managing the curriculum via the DLP, there is more time available for teachers to focus on pedagogy, knowledge and skill development and on the needs of the students in their class. The principal and curriculum co-ordinators have easier access to all curriculum management in the school and CEO Curriculum Education Officers (EOs) are able to access planning and reports across the diocese, ensuring compliance with curriculum accreditation requirements. Support is also more easily available when and if required.

Computers/Technology
Each year level has access to laptops, interactive TV or whiteboards, and a small number of iPads. iPads will be a key focus for our future IT Planning and Programming, hence the number of iPads available to students will continue to increase. The library has a large interactive whiteboard, as well as PC’s, housing the library catalogue system. Teachers are expected to incorporate IT in all Key Learning Areas when teaching the students. (Ref: IT Program)

School Officers
School Officers act as support personnel to help the delivery of quality teaching and learning for the children in the classroom. They are very valuable contributors to the school environment. Classroom teachers are responsible for organising the programs for school officers. Please ensure that any concerns are addressed with the classroom teacher as they are the person responsible for the children’s learning. (Ref: Learning Support)

Homework
(Ref: School Handbook)

Prep/Early Years
(Ref: Five Contexts for Learning)