



PROGRAMMING POLICY

FEBRUARY 2017

1. **PURPOSE**

This programming policy aims to support teachers in implementing BOSTES curriculum and programming requirements within a Catholic school context.

2. **POLICY STATEMENT**

This policy revision reflects changes to BOSTES syllabuses and advice incorporating the Australian Curriculum, registration and accreditation requirements, Commonwealth and State Government requirements, and the Australian Professional Standards for Teachers. It sets the framework for a K-6 approach to programming.

3. **SCOPE**

This policy applies to all teachers at St Patrick's.

4. **GUIDING PRINCIPLES**

- i. This policy is underpinned by the Catholic worldview that guides and informs everything we do in Catholic schools, and as espoused in the Nature and Purpose of Catholic Schools (2011) and the Vision Statement for Catholic Schools (2016).
- ii. Our teachers provide quality opportunities through teaching programs which relate the curriculum to students' needs and abilities, recognising that students learn differently. In ensuring that teaching programs are inclusive of and cater for all students, the principal in his/her role as instructional leader has overall responsibility for the provision of quality teaching and learning opportunities, and for monitoring the implementation of this policy.

5. **RESPONSIBILITIES**

i. Required records for compliance and archiving

- a. School policies
 - Key learning area policies
 - Assessment policy
 - Reporting policy

Superseded policies must be retained at the school for a period of seven (7) years after a student has completed school, or, until a given student is at least 24 years of age.

- b. Teaching programs: The following programming documents must be signed by teacher/s and the principal/delegate and completed for each calendar year for each class/teaching program, and retained by the school for a period of seven (7) years after a student has completed school, or, until a given student is at least 24 years of age:
 - Class Profile indicating adjustments/course of study for students with special education needs appropriate to their learning needs.

- Class timetable.
- Scope and sequence of units of work in relation to outcomes of BOSTES syllabuses for each KLA for each year, including resources and equipment for each KLA.
- Other documentation to be maintained during the registration period is an overview of the school's educational program indicating an assessment plan that indicates how students' performance in each KLA is assessed, monitored and recorded.
- For each calendar year, the school must maintain for each class, until the end of that calendar year, teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work, as well as samples of student work that relate to the teaching program for that year.

ii. The school educational program

Teachers are required to develop teaching programs for each class each calendar year that include the following:

- Rationale that states how Catholic principles are embedded in teaching programs, i.e. how a Catholic lens is applied to teaching and learning in the context of NSW BOSTES syllabus documents.
- Class profile that relates to the current class. This includes identifying those students with special education needs who may require adjustments by providing their full names and the specific needs and strategies in relation to their learning, and includes a copy of Personal Plans where appropriate.
- Timetable

Key Learning Area	Proportion of Time	Approximate hours based on week
Religious Education	10%	2.5 hours not including prayer
English	25-30%	6.25 to 8.25 hours
Mathematics	20%	5 hours
Science and Technology	6-10%	1.5 hours
HSIE	6-10%	1.5 hours
PDHPE (Includes both physical activity and PDH components)	6-10%	1.5 hours
Creative Arts	6-10%	1.5 hours
Additional Activities (could include school assembly)	Remainder of time	

d. School Scope and Sequence that contains:

- Name of the school
- Calendar year
- Name of teacher/s
- Title of each unit

- Sequence of each unit for the year/stage
 - Duration of each unit
 - Syllabus outcomes included in each unit
 - Any specific-subject requirements
 - Additional information based on common practice in particular subject areas or particular school requirements
 - Resources and equipment available for each KLA
- e. Assessment Plan that indicates how student performance in each KLA is assessed, monitored and recorded.
- f. Unit of Work that includes:
- Name of the school
 - Calendar year
 - Stage/grade/class group
 - Name/s of teacher/s
 - KLA and Unit title (where appropriate)
 - Duration
 - Unit description
 - Syllabus outcomes
 - Range of relevant syllabus content
 - Subject specific requirements (text requirements in English)
 - Integrated teaching, learning and assessment activities
 - Adjustments made for students with special education needs, where appropriate
 - Resources (only list those not mentioned in the Scope and Sequence and that are specific to the unit)
 - Reflection and evaluation linked to achievement of outcomes to inform future teaching and learning.
- g. Work Samples and Recording of Assessment Data
- Assessment of student work and the recording of assessment data are used to monitor progressive student achievement of syllabus outcomes. These records are used to support teacher judgement of student achievement, measured at a given point in time, based on curriculum coverage.
 - Varied and sufficient assessment opportunities should be provided for all students to show their capabilities, knowledge and skills in a variety of different contexts and new situations. The collection of work samples and the recording of assessment data may be stored separately to the teaching program and are to be maintained for the calendar year.

6. **BUDGET**

The school will make provision each year in its annual budget for professional development opportunities for the staff in regard to this area.

7. **NEXT REVIEW DATE**

This policy will be reviewed in 2020 in consultation with relevant staff.

8. DEFINITIONS

This policy endorses and promotes the BOSTES definition of programming and effective teaching programs:

- i. Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes. Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage. The process of programming is typically shared in schools and offers an opportunity for collaboration, professional reflection and evaluation. Teaching and learning programs are a record of planned learning experiences.
- ii. Programs:
 - a. Reflect the needs, interests and abilities of students.
 - b. Are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students.
 - c. Are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback.
 - d. Include adjustments for students with special education needs.
 - e. Reflect school and sector priorities, values and initiatives.
 - f. Are records of how syllabus requirements are met.

9. LEGISLATIVE / PROFESSIONAL GUIDELINES

- i. Australian Professional Standards for Teachers NSW Institute of Teachers 2015.
- ii. BOSTES Assessment Certification and Examination (ACE) 2015.
- iii. BOSTES Policies and Guidelines.
- iv. BOSTES Registration Manual for Member and Non-Member Schools, 2016
Catholic Education Commission NSW, Catholic Principles 2016.
- v. Catholic Identity and Mission Policy CSO 2016.
- vi. Continuum of School Improvement (COSI) CSO 2015.
- vii. Disability Discrimination Act 1992.
- viii. Disability Standards for Education 2005.
- ix. Early Years Learning Framework Australian Gov 2009 Teacher Accreditation Act 2004.