APPLICABLE TO	All Catholic schools in the Diocese of Maitland-Newcastle
DOCUMENT OWNER	Head of Teaching and Learning Services
APPROVAL DATE	**30 June 2016**
APPROVED BY	CSO Leadership Team
SCHOOL ACTIONS	This is a System Policy. Whilst a school policy is not required to be developed, school procedures are recommended.
LAST REVIEW DATE/S	2007
NEXT REVIEW DATE	2020
RELATED DOCUMENTS	Assessment Policy CSO 2005
	Catholic Principles, Catholic Education Commission NSW, 2015
	Continuum of School Improvement (COSI) CSO 2016
	Gifted & Talented Policy CSO 2004
	Learning Framework CSO tbc 2016
	Learning Support Policy CSO 2010
	Nature and Purpose of the Catholic School, Catholic Schools Council 2011
	Personalised Plan Guidelines CSO 2015
	School Records – Maintaining & Keeping Policy CSO 2002
	Reporting Policy CSO 2007
	Vision Statement for Catholic Schools CSO 2016

Purpose

This Programming K-12 Policy aims to support diocesan schools in implementing BOSTES curriculum and programming requirements within a Catholic school context.

Policy Statement

The 2016 revision of the Programming Policy K-12 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-12 approach to programming.

As a System Policy, Programming K-12 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).

Diocesan primary and secondary schools 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 or 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.

This Policy will be reviewed as required by the system, or as changes dictate regarding NSW BOSTES directions, or as prescribed by other Government legislation.

Definitions

This Policy endorses and promotes the BOSTES definition of programming and effective teaching programs.

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.

Programs:
- *reflect the needs, interests and abilities of students*
- *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*
- *are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback*
- *include adjustments for students with special education needs*
- *reflect school and sector priorities, values and initiatives*
- *are records of how syllabus requirements are met*

http://syllabus.bostes.nsw.edu.au/support-material/   BOSTES 2015

Scope

This Policy applies to all schools and teaching staff in Catholic schools in the Diocese of Maitland-Newcastle.

Responsibilities

The following information sets out levels of responsibility for those involved in the processes of developing quality teaching programs that provide purposeful learning experiences for students.

CATHOLIC SCHOOLS OFFICE

The Catholic Schools Office is responsible for:

- providing support to schools in the process of embedding Catholic Principles in teaching programs
- providing direction to schools through the implementation of the Programming K-12 Policy
- providing advice, support material and opportunities for professional development in relation to meeting BOSTES requirements
- monitoring the implementation of the Programming K-12 Policy through relevant system review processes, Continuum of School Improvement (COSI).

SCHOOLS

Each school is required to produce teaching programs that:

- incorporate Catholic Principles
- adhere to BOSTES and system directions relating to the Programming K-12 Policy
- set high, realistic expectations that reflect syllabus standards
- are appropriate and manageable in relation to outcomes and content being addressed
- provide the opportunity to monitor, evaluate and inform the teaching and learning process
- are inclusive of the learning needs of students including students with special needs, gifted and talented students, students learning English as an additional language and/or dialect including Aboriginal and Torres Strait Islander students.

PRINCIPALS

Principals, in collaboration with delegated school personnel (assistant principal, coordinators), are responsible for:

- ensuring that teaching programs incorporate Catholic Principles
- ensuring that teachers understand and implement this Policy and associated school procedures as appropriate
- providing feedback to relevant staff regarding teaching programs in meeting these requirements
- maintaining and managing processes for archiving and storage of required programming records and policies
- committing appropriate resources to support teaching programs and learning opportunities
- ensuring that teachers are using all available evidence to inform teaching programs and learning opportunities including from assessment data: religious literacy assessments, NAPLAN, HSC Best Start data etc.

TEACHERS

Teachers are responsible for:

- meeting the Australian Professional Standards for Teachers including BOSTES requirements
- incorporating Catholic Principles in teaching programs
- developing teaching programs which are derived from and directly relate to the relevant syllabus: scope and sequence, outcomes, content
- making selected content in teaching programs relevant and meaningful for a class of students in a given year
- differentiating teaching programs by making adjustments to meet the learning needs of students
- using available evidence to inform teaching programs and learning opportunities including from assessment data: religious literacy assessments, NAPLAN, HSC, Best Start etc.
- submitting completed teaching program/register and relevant records to the principal/delegate when required
- evaluating teaching programs and assessment strategies to improve teaching and learning.

Guiding Principles

1. REQUIRED RECORDS FOR COMPLIANCE* AND ARCHIVING

1.1 School Policies

The following school-developed policies are required to be kept and archived by **primary and secondary schools.**

- Key Learning Area Policies/Faculty Handbook - outline the specific procedures of BOSTES syllabuses for how key learning areas are taught
- Assessment Policy – overviews the school's process for assessing, monitoring and recording of student learning
- Reporting Policy - overviews the school's process for reporting student achievement

NB These final two Policies may be incorporated into one Policy as decided upon by schools.

Policies should be reviewed regularly, but may remain substantively unchanged from year to year unless there is a change in BOSTES syllabus or diocesan syllabus, diocesan or school policy, or Government direction. 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.**

1.2 Teaching Programs

For **primary schools,** 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, includes 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 indicating how students' performance in each KLA is assessed, monitored and recorded.

For each calendar year, schools must maintain for each Year/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; and samples of student work that relate to the teaching program for that year.

For **secondary schools,** the following programming documents must be signed by relevant 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:**

- Scope and Sequence of units of work in relation to outcomes of BOSTES syllabuses for each course for each Year
- Registers indicating adjustments/course of study for students with special education needs appropriate to their learning needs

Other documentation to be maintained **during the registration period** is an overview of the school's educational program indicating an Assessment Plan indicating how students' performance in each KLA is assessed, monitored and recorded.

For each calendar year, schools must maintain for each Year/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; and samples of student work that relate to the teaching program for that year.

*Evidence of Compliance refer to https://cosimn.catholic.edu.au/
or BOSTES Manual Registration Systems and Member Non-Government Schools

**Records in the Diocese of Maitland-Newcastle are to be retained indefinitely, or, for such time as requested by the Bishop.

2. THE SCHOOL EDUCATIONAL PROGRAM FOR PRIMARY SCHOOLS

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

2.1 Rationale that states how Catholic Principles are embedded in teaching programs, ie how a Catholic lens is applied to teaching and learning in the context of NSW BOSTES syllabus documents. http://principles.cecnsw.catholic.edu.au/

2.2 Class Profile relates to the current class. This includes identifying those students with special education needs who may require adjustments (*to their courses of study having regard to their level of achievement and needs BOSTES Manual)* 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.

2.3 Timetable

Key Learning Area	Proportion of Time	Approximate hours based on week
Religious Education	**10%**	**2½ hours not including prayer**
English	**25-30%**	**6¼ to 8¼ hours**
Mathematics	**20%**	**5 hours**
Science and Technology	**6-10%**	**1½ hours**
HSIE	**6-10%**	**1½ hours**
PDHPE **(Includes both physical activity and PDH components)**	**6-10%**	**1½ hours**
Creative Arts	**6-10%**	**1½ hours**
Additional Activities (could include school assembly)	**Remainder of time**	

(Adapted from Board of Studies Parents' Guide to the NSW Primary Syllabus 2012)

2.4 School Scope and Sequence 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

2.5 Assessment Plan indicates:

- How student performance in each KLA is assessed, monitored and recorded.

2.6 Unit of Work includes:

- Name of the school and calendar year
- Stage/grade/class group
- Names of Teacher/s
- KLA and Unit Title (where appropriate)
- Duration
- Unit Description
- Syllabus Outcomes (identifies the specific outcomes to be focused on and assessed)
- 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.

  Further advice on programming can be found at http://syllabus.bos.nsw.edu.au/support-materials/programming/

2.7 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.
- Further advice on assessment can be found at: http://syllabus.bos.nsw.edu.au/support-materials/assessment/

3. THE SCHOOL EDUCATIONAL PROGRAM FOR SECONDARY SCHOOLS

Teachers are required to develop a **teaching program*** for each class/subject for each calendar year that includes:

3.1 Rationale that states how Catholic Principles are embedded in teaching programs; how a Catholic lens is applied to teaching and learning in the context of NSW BOSTES syllabus documents. In a secondary context, this also includes a series of statements based on the syllabus rationale that justifies why the program has been written and why it exists in that form for the local community. http://principles.cecnsw.catholic.edu.au/

3.2 A **Scope and Sequence** that clearly indicates:

- Name of the school
- Calendar year
- Year/class group
- Teacher/s
- The sequence of each unit for the year/stage
- Outcomes linked to each Unit of Work
- The duration of each unit of work
- Subject specific requirements (e.g. site studies, fieldwork))
- Planned assessment

3.3 A Mapping Grid showing the distribution of outcomes from the syllabus linked to the Units of Work across the stage.

3.4 A Series of Teaching Units incorporating:

- Unit Title
- Stage or year
- Duration
- Unit description
- Outcomes
- Relevant syllabus content
- Integrated teaching, learning and assessment activities and experiences
- Subject specific requirements
- Resources

3.5 An Assessment Plan indicating how students' performance in each KLA is assessed, monitored and recorded.

3.6 A Register * for each unit incorporating:

- Subject name
- Teacher/s name
- Class
- Year
- Unit title
- Duration
- Date started
- Date completed
- Outcomes covered from Scope and Sequence
- Variations to program
- Adjustments for students with special needs
- Teacher reflection/evaluation of the teaching and learning and assessment
- Additional resources
- Teacher signature and date
- Coordinator signature and date

*Not every teacher develops his/her own individual program when part of a faculty program, however, individual teachers must indicate teaching, learning and assessment activities and experiences and resources that differ from the faculty program.

3.7 Work Samples and Recording of Assessment Data

- Assessment of student work and the recording of assessment data are used to monitor progressive student achievement. These records are used to support teacher judgement of student achievement, measured at a given point in time, based on curriculum coverage.
- 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.

3.8 Vocational Education and Training (VET)

- This procedure recognises that VET courses are based on students having the opportunity to develop competencies (skills) and to have multiple opportunities to demonstrate that they possess the necessary combination of these industry standard competencies so that a qualification may be issued. Therefore, in addition to the programming requirements outlined, VET programs must clearly identify the competencies being addressed together with the project work, work placement and events, with particular reference to:
  - Training and Assessment Programs
  - VET Delivery Guide
  - Work Placement Guidelines

3.9 Life Skills (LS)

- BOSTES provides a detailed process for **identifying a student** for whom a Life Skills program of study is appropriate. It is expected that this process will be followed by schools when making decisions of this nature. It is important to note that Life Skills outcomes are individually selected based on student need and that not all outcomes for a unit of study or subject need to be achieved by a student.
- **Assessment** opportunities allow teachers to gather evidence of a student's progress in relation to selected Life Skills outcomes. The Achievement of individual Life Skills outcomes is credentialled by the BOSTES in Years 10, 11, and 12 through the Profile of Student Achievement and issued by BOSTES with a student's ROSA and HSC credentials. http://syllabus.bos.nsw.edu.au/support-materials/adjustments-for-students-with-special-education-needs/

GLOSSARY

Adjustments

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that a program of study, its course content and assessment activities and procedures are accessible to students with a disability. Schools are responsible for any decisions made at school level to make adjustments to course work, assessment tasks and in-schools tests. Some students with special education needs will require adjustments to how they access and participate in the curriculum and adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.
http://syllabus.bos.nsw.edu.au/support-materials/adjustments-for-students-with-special-education-needs/

Assessment

Is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment involves reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment is integral to teaching and learning. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate in an authentic manner, what they know and understand as well as what they can do. http://syllabus.bos.nsw.edu.au/support-materials/assessment/

Assessment for

Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.

Assessment as

Involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self -assessment and teacher feedback to reflect on their own learning, consolidate their understanding and work towards learning goals.

Assessment of

Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

Australian Professional Teaching Standards

Standard 1   Know students and how they learn
Standard 2   Know the content and how to teach it
Standard 3   Plan for and implement effective teaching and learning
Standard 4   Create and maintain supportive and safe learning environments
Standard 5   Assess, provide feedback and report on student learning
Standard 6   Engage in professional learning
Standard 7   Engage professionally with colleagues, parents/carers and the community

Catholic Principles

The beliefs and teachings of the Catholic faith tradition. Broadly speaking this term refers to the application of a Catholic lens to teaching and learning in the context of the NSW BOSTES syllabus documents and the infusion of Catholic Church Teachings into the appreciation of the subjects being taught. It is an essential part of the Catholic dimension of learning that underpins the educational endeavour of the Catholic school as part of the mission of the Church. The embedding of a Catholic focus within the teaching and learning in the Rationale and/or units of work, where appropriate, is an important part of preparing students for their pilgrimage through life and in coming to a knowledge and understanding of the Catholic faith and how it supports them in this journey. This approach to

curriculum also supports and enhances the Catholic identity of the school and assists in formation of students with an appropriate Catholic worldview, character and behaviour.

For more subject specific information and examples of Catholic Principles linked to various KLAs refer to http://principles.cecnsw.catholic.edu.au/

Class Profile

The Class Profile relates to the current class. This includes identifying those students with special education needs 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.

Curriculum Differentiation

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning. http://syllabus.bos.nsw.edu.au/support-materials/differentiated-programming/

Duration

Length of time spent on a Unit of Work as well as indicating the appropriate class, term, weeks and year.

Evaluation

Teachers evaluate the extent to which the planning of the unit has remained focused on the syllabus outcomes. After the unit has been implemented, there should be opportunity for both teachers and students to reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning.

Integrated Teaching, Learning and Assessment Activities

When planning effective learning and assessment activities, teachers should consider whether the teaching, learning and assessment approaches are appropriate to the syllabus outcomes being addressed. Effective learning and assessment activities:
- build on prior learning
- are sequenced appropriately to provide opportunities for students to develop knowledge, understanding and skills, and to demonstrate achievement of syllabus outcomes
- provide authentic learning opportunities to meet the interests, abilities and backgrounds of students
- provide a sound basis for students to move to the next stage of learning
- include adjustments for students with special needs where appropriate and/or necessary
- take into account the resources available
- integrate information and communications technologies where appropriate.
- include assessment opportunities that are valid and based on syllabus outcomes including criteria to clarify for students what aspects of learning are being assessed. Enable students to demonstrate their learning in a range of contexts
- are inclusive of, and accessible for, all students

Mapping Grid

Shows the distribution of outcomes from the syllabus linked to the Units of Work across the stages (secondary). This is kept as a legal requirement.

Outcomes

The knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning which are derived from the syllabus objectives the outcomes present a sequence of learning for each stage and take into account prior and subsequent learning of students

Pedagogy

As the art and science of teaching, pedagogy is evident both in the activity that takes place in classrooms or other educational settings and in the nature or quality of the tasks set by teachers to guide and develop student learning. Pedagogy focuses attention on the processes through which knowledge is constructed, produced and critiqued. Crucially, the term pedagogy recognises that *how one teaches is inseparable from what one teaches, from what and how one assesses and how one learns.* (*Quality Teaching 2003*)

Personalised Plan (PP)

A Personalised Plan is a working document for students with special needs/disability created collaboratively by the Class Teacher and the Learning Support Teacher/Coordinator that identifies a student's needs, lists goals, strategies and adjustments to meet those needs, responsibilities, and an evaluation and review. (For MN schools, this is completed through an online tool accessed via the NSW CEC website.)

Programming

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.

Quality Teaching Framework

If teachers refer to the Quality Teaching Framework in their planning, the three dimensions are Intellectual Quality, Quality Learning Environment, and Significance, and ask the following questions:
- What do you want the students to learn?
- Why does that learning matter?
- What are you going to get the students to do or to produce?
- How well do you expect them to do it?

Rationale

A Rationale states how Catholic Principles are embedded in teaching programs: how a Catholic lens is applied to teaching and learning in the context of NSW BOSTES syllabus documents.
http://principles.cecnsw.catholic.edu.au/

Reflection

Teachers evaluate the extent to which the planning of the unit has remained focused on the syllabus outcomes. After the unit has been implemented, there should be opportunity for both teachers and students to reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning.

Scope and Sequence

A Scope and Sequence is an important step in the design of effective teaching and learning programs for a course. It summarises what is to be taught and the sequence in which it will be taught. A Scope and Sequence shows the order of the units within a year or stage, and the syllabus outcomes that each unit addresses.

Teaching and Learning Cycle
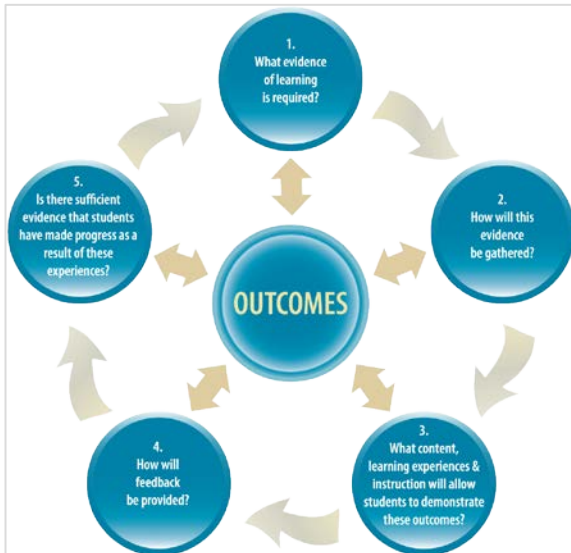
BOSTES 2015

Unit of Work

Includes a unit description and is derived from syllabus outcomes and includes duration, stage or year, range of relevant syllabus content, integrated teaching, learning and assessment activities, subject-specific requirements resources, reflection and evaluation and adjustments for students with special education needs, where appropriate. When planning effective learning and assessment activities in the Unit of Work, teachers should consider whether the teaching, learning and assessment approaches are appropriate for the syllabus outcomes being addressed.

PROGRAMMING ADVICE

Further information and advice may be obtained at
http://syllabus.bos.nsw.edu.au/support-materials/programming/

Examples of Scope and Sequence and sample Units of Work may be found at
MNWorks/Collaboration/School Staff/Primary/ (TBC)
Checklists for Primary and Secondary Schools for Continuum of School Improvement Curriculum Focus Days https://cosimn.catholic.edu.au/

Budget

The Catholic Schools Office is committed to quality teaching and meaningful learning through the provision of system support to implement this Policy. Schools may use funds allocated under their School Annual Improvement Plan (SAIP) to support their programming and professional learning and development needs.

Legislative/Professional Guidelines

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