



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 P

Definitions

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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 rP

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- 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.

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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 speciaw3aw7.5C0.2 (A)6.(d)3.3 (s)7.4 ()]TJ 0 Tc 0 Tw-213265 0 Td ()Tj EMC 0 Tc 0 Tw 9.904 0 Td ()Tj EMC /LBody <</MCID455 >> BDC /C2_0 1 Tf -12.084 -1.229 Td <0078>Tj /TT2 1 Tf 0.458 0 Td ()Tj EMC /LBody <</m>

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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/differentiatedprogramming/

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 devel.4 (o)9.1 (n)0.50l.005 Tw 9.96 -0.om

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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

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