



Learning and Teaching Policy

Gospel Values

At St John the Baptist Primary School our learning and teaching is underpinned by Gospel values. We strive to promote fairness, equal rights, respect for differences, dignity, responsibility, knowledge of self, others & the environment, trust, faith, hope, love.

Introduction

St John the Baptist Primary School works to guarantee that each child has access to an effectively delivered curriculum that ensures that they have the greatest opportunity to succeed in all areas of schooling. We develop expert teachers who continue to build collective efficacy. We utilise assessment data to plan and facilitate targeted learning experiences which are both engaging and adjusted according to individual needs. In doing so, we aim to achieve an accelerated rate of progress for all our students.

Learning and teaching at St John the Baptist Primary School supports and promotes the principles and practice of Australian democracy, including a commitment to: elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, the values of openness and tolerance.

Purpose

This Learning and Teaching Policy provides an overview of our guiding principles under which we teach the content and skills as determined by the Victorian Curriculum and Diocese of Sale Religious Education 'To Live in Christ Jesus'. Through specifically planned high quality learning experiences, we ensure that all students have the learning opportunities to which they are entitled.

Principles

We acknowledge the following principles that address effective practice for teaching and learning;

- That all students are entitled to learning as outlined in the Diocese of Sale Religious Education "To Live in Christ Jesus" and the Victorian Curriculum within a two-year learning cycle.
- Staff adhere to the highest standards of Learning and Teaching (AITSL) and work towards constant improvement.
- Staff work collegially to ensure that the curriculum is delivered consistently across each level and in a logical sequence across the school.
- Planning is clear and explicit and caters for student needs through targeted planning to enable adjustment of learning at the targeted and intensive level.
- All students are challenged in their learning and parents are kept informed of student achievements, work efforts and work habits
- That we embed a whole school approach to positive behaviour support across the school.
- Student wellbeing is essential to creating an environment where students thrive.
- That all staff know and understand the [Child Safe Standards](#)
- That we provide a culturally safe environment where diverse and unique identities and experiences are respected and valued.
- That we embed strategies that equip all staff to acknowledge and appreciate Aboriginal culture

To ensure students have the optimum opportunity to learn teachers will endeavour to:

- Know, understand and utilise in their teaching 'To Live in Christ Jesus' and the Victorian Curriculum and Victorian Curriculum and Assessment Authority (VCAA) progression of learning.
- Utilise high quality assessment data to inform targets and strategies to inform explicit and targeted teaching in order to provide reasonable adjustments for all students. Use data to inform learning goals and targets.

- Contribute to a whole school approach to positive behaviour support within their individual classrooms.
- Create classrooms that are vibrant learning areas where children confidently take risks and embrace change, think critically and creatively and treat people with dignity and respect.

Accountability for planning will be held by members of the executive leadership team in consultation with level leaders and teachers. High expectations will be maintained for this key teaching task. To ensure that appropriate targeted teaching occurs, teachers will:

- Plan, prepare and assess children according to the detail provided in the Victorian Curriculum and the Diocese of Sale Religious Education Curriculum.
- Plan in teams.
- Ensure that the VCAA Learning Progressions will be present and will inform planning meetings.
- Differentiate for students using evidence of ongoing student learning.
- Ensure that planning documents will be consistent across the school and stored centrally to assist in the consistency of practice.
- Plan for learning adjustments for students who have a Personalised Learning Plan (PLP) or a Student Adjustment Evaluation Plan (SAEP).

Teachers will provide a supportive and safe environment where children are encouraged and supported to take risks and to be creative. Staff will use a variety of strategies to engage students in learning which accommodates diverse learning needs and preferences. Teachers will make accommodations to the learning environment for students with a disability, diagnosed or imputed. The following will be evident in all learning spaces:

- Students are aware of the intent of the learning and the criteria at which they will demonstrate that the learning has been achieved during and after their learning.
- Timetables (presented in a variety of ways) are visible for students to refer to.
- The classrooms are uncluttered and clean, providing a safe environment.
- Displays are relevant to the learning and are changed accordingly.
- Furniture and equipment is provided according to the physical needs of identified students.
- The use of technology is integral in providing depth to, whilst supporting and enhancing the curriculum.
- Child safety practices are employed within the design and layout of the classroom furniture and displays.

Review and Monitoring of the Curriculum and Teaching Practice

To ensure that we are meeting our obligations in review and monitoring curriculum, assessment and effective teacher practice we adhere to St John's Whole School Plan for Learning Entitlement as monitored through the:

- Use of school wide data which tracks individual student data in Literacy and Numeracy (BAS and MAI) will provide evidence of student growth throughout the year.
- Use of phonics diagnostic assessments (Soundwaves and Little Learners Love Literacy) to track student progress.
- Use PAT Literacy and Numeracy Data as analysed using the ACER OARS website.
- Provision of a meeting schedule which includes the analysis and moderation of data at the planning table.
- Provision of professional learning and development which is curriculum focused and reflects the Strategic Improvement Plan, Annual Implementation plans and the needs of staff.
- Termly checks of planning documents by members of the Leadership, or more often if required to determine fulfilment of professional responsibility.

- A yearly audit of the Whole School Plan for Learning Entitlement and associated documents to ensure that the curriculum is being comprehensively covered across the school.
- The review of teaching practise through the lens of:
 - evidence of student growth
 - feedback provided to individual staff through regular meetings with senior leaders, and formally through the Annual Review Meeting (ARMs)
 - engagement with school leaders at the planning table as part of the structure approach to collegiate planning.
 - observation of student learning within the classroom. *(Teacher practice should always be reviewed in light of student progress and achievement and the use of high impacted evidenced based approaches to teaching developed through a collegiate approach to planning delivery of the curriculum at the universal, targeted and intensive level)*

References

Diocese of Sale Whole School Approach to Positive Behaviour Support
 VCAA Victorian Curriculum
 VCAA Learning Progressions
 Diocese of Sale Religious Education Curriculum To Live in Christ Jesus
 The 11 Child Safe Standards – Commission for Children and Young People

Review

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