1. Rationale

The revision of the Diocesan 1996 Programming Policy for Primary Schools and the 1999 Programming Policy for Secondary schools reflects further research regarding teaching and learning, changes to Board of Studies syllabuses, registration and accreditation requirements, Government requirements and system directions. It establishes the framework for a K-12 approach to programming.

Catholic schools aim to be places of quality teaching and meaningful learning, where young people are supported in their development and growth. Consequently, teaching programs should be a translation of the syllabus documents, guided by the teacher's reflective pedagogy. Further, they are evidence of the school's pedagogical and organisational response to the needs of all students within each school community. (adapted from Programming Policy K-12 Diocese of Wollongong 2004)

Our Vision Statement encourages Diocesan primary and secondary schools to provide various opportunities through teaching programs which relate the curriculum to students’ needs and abilities, recognising that they learn differently. In ensuring that teaching programs are inclusive of and cater for all students, the Principal in his or her role as educative leader has overall responsibility for the quality of the school curriculum, and for monitoring the implementation of this Policy.

The Programming K-12 Policy reflects the Vision Statement for Catholic Schools in that it recognises the individuality and dignity of each young person, and fosters the development of each one's unique potential and spirituality; and provides a challenging, authentic and inclusive environment that encourages lifelong learning. Vision Statement for Catholic Schools 2002

Effective teaching programs:
- incorporate a Catholic perspective across the curriculum
- cater for the diversity of student learning needs at a particular stage
- sequence learning experiences to provide the opportunity for students to achieve the outcomes
- include learning experiences that will develop students’ confidence, enthusiasm, enjoyment and independence in learning
- address relevant cross-curriculum content
- facilitate the continued development of students’ skills, knowledge and understanding across the K-12 continuum
- encompass classroom organisation and management that allows for flexible approaches to meet the needs of all students
- recognise and value student diversity including social and cultural differences. (adapted from Literacy K-6 Position Paper Sydney CEO 2000)

Programming K-12 sets out the requirements that will inform school and classroom practice, acknowledging that practices must be inclusive and consistent with the Catholic ethos. As the approved authority, the CSO has the responsibility to monitor compliance with the requirements for registration and accreditation for Year 7-12, including programming, for the schools within that registration system.
2. Aims

Teachers' programs must follow Board of Studies and system directions and incorporate the documented requirements. This Programming K-12 Policy aims to:

- clarify **accountability and legal** requirements
- support a consistent, effective **approach** to programming across the Diocese
- provide a **framework** linked to syllabus and other policy documents
- demonstrate the **interrelationship** between planning, programming, assessing, evaluating and reporting.

3. Implementation

Each school is required to produce teaching programs that:

- incorporate Catholic perspectives
- adhere to Board of Studies and system directions relating to Programming
- promote the opportunity for continuity and coherence (as evidenced in Scope & Sequence documents)
- provide varied and meaningful learning experiences for students
- set high, realistic expectations that reflect syllabus standards
- are appropriate and manageable in relation to the outcomes being addressed
- provide the opportunity to monitor, evaluate and inform the teaching and learning process
- cater for individual differences.

It is recommended that teaching programs are underpinned by the three dimensions of the Quality Teaching Framework, **Intellectual Quality, Quality Learning Environment, and Significance**, and 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?**

The following information sets out levels of responsibility for those involved in the processes of developing quality teaching and meaningful learning experiences for all students.

3.1 **A Principal's Responsibilities**

A Principal, in collaboration with appointed school personnel (assistant principal, coordinators), is responsible for:

- ensuring that teaching programs incorporate a Catholic perspective across the curriculum
- developing school procedures in relation to this Policy
- ensuring that all teachers understand and implement the Policy and associated procedures
- monitoring the implementation of syllabuses and requirements for School Evaluation & Development (SEVDEV)
- monitoring programs to ensure the quality of teaching
- providing feedback to staff on the quality of individual teaching programs and the link between the program and classroom practice
- committing appropriate resources to support teaching programs
- maintaining and managing the storage of relevant current and past programming records and policies (see Section 3.4)
- providing opportunities for teacher professional development to integrate ICT in teaching programs
• ensuring goals for student IEPs are included in teaching programs
• fostering and nurturing a culture of communication and professional dialogue
• ensuring that teaching programs are developed using a coordinated methodology

3.2 A Teacher’s Responsibilities

A Teacher is responsible for:

• incorporating a Catholic perspective across the curriculum
• ensuring that teaching programs meet the requirements of this Policy and Board of Studies
• developing programs which are derived from and directly related to the syllabus standards, syllabus outcomes, stage statements (secondary) and Foundation Statements (primary)
• developing and implementing a teaching program that is reflective of the learning continuum
• acting on feedback provided by the program supervisor to modify the teaching program to enhance the link between the program and classroom practice
• submitting completed teaching program/register and evaluation documents to the program supervisor when requested
• submitting required documentation listed as legal requirements (see Section 3.4) to the program supervisor at the end of the school year and/or when requested
• providing quality learning experiences that assist students in achieving syllabus outcomes and are responsive to their individual needs
• differentiating the teaching program to meet the needs of students
• placing a copy of IEP/s (where applicable) into programs and embedding goals set during IEPs into relevant KLAs
• using assessment data, including Statewide test results, to inform teaching & learning
• evaluating teaching programs and assessment strategies regularly to improve teaching and learning and make connections with students’ successes.
• integrating ICT in teaching programs
• engaging in PD opportunities to enhance teaching programs
• engaging in professional learning and collegial discussion in the development of programs
• developing teaching programs using a coordinated methodology.

3.3 Catholic Schools Office Responsibilities

The Catholic Schools Office is responsible for:

• providing leadership and ongoing support to schools in the area of programming
• ensuring that schools are briefed in regard to Board of Studies registration and accreditation requirements
• providing direction to schools in the implementation of this policy through the involvement of relevant Office personnel
• providing advice, support material and opportunities for professional development in relation to programming
• providing leadership and support to schools with the classroom integration of ICT
• providing technical and web-based infrastructure and support to store, share and repurpose digital resources
• monitoring the implementation of the Programming Policy, practices and procedures through SEVDEV.
3.4 Legal Requirements for Programming
To meet legal requirements for programming in terms of accountability to the system and Board of Studies, each school is required to have:

FOR PRIMARY SCHOOLS
- Key Learning Area Policies*
- Assessment Policy
- Reporting Policy

*Key Learning Area Policies may remain substantively unchanged from year to year unless there is a change in diocesan policy, school policy, Board of Studies 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 24 years of age.

To meet legal requirements for accountability each class is required to have and leave in the school for archiving:
- Class Philosophy which indicates student needs within a class, together with a copy of the IEP/s (as applicable)
- Class Timetable
- Yearly Program Overview comprising:
  Register of Outcomes
  Scope and Sequence including resources
  Key Concepts
  for each KLA for each school year.
  The Yearly Program Overview is signed by the teacher/s and program supervisor/principal each calendar year.

  The Class Philosophy, Class Timetable and Yearly Program Overview are to be signed off by teacher/s and the principal, clearly labelled and completed for each calendar year for each class/teaching program, and stored in an accessible location, at the school for a period of seven (7) years after a student has completed school or until a given student is 24 years of age.

FOR SECONDARY SCHOOLS
- Assessment Policy
- Reporting Policy
- Scope and Sequence
- Mapping Grid
- Register

The Register is signed by the teacher/s and KLA Coordinator each calendar year and retained at the school for a period of seven (7) years after a student has completed school or until a given student is 24 years of age.

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 24 years of age.

These Programming requirements comply with guidelines as set in the Registration Systems and Member Non-government Schools (NSW) Manual 2006.
3.5 Requirements for Primary Schools

Teachers are required to develop a teaching program for each class that includes the following elements. Examples of requirements are provided in the Support Material on the CSO website http://mn.catholic.edu.au/ > Resources > Policies > Programming support material

Class Philosophy
This contains two parts:
- Overarching personal vision of teaching incorporating a Catholic perspective
- Specific philosophy related to the current class and the strategies used to address student needs.

This should be updated as needed throughout the year and retained by the school to meet legal requirements (see page 4).

Timetable
- Acknowledging that teaching and learning is often integrated across Key Learning Areas….primacy is to be given to literacy and numeracy, to total approximately 50% of teaching time, with an appropriate balance across the remaining Key Learning Areas.
  Indicative time allocations per day are: 1 hour numeracy; 2 hours literacy.

Consultation Paper Defining Mandatory Outcomes K-6 Curriculum 2004

Other considerations for the timetable include the allocation of:
- 2 hours 30 minutes per week for Religion including Masses, liturgical celebrations and prayer opportunities.
- 2 hours per week of physical activity – includes sport and focused skill development (excludes representative sport, Knights Knockout, Kellyville netball etc)

This should be updated as needed throughout the year and retained by the school to meet legal requirements.

Yearly Program Overview
This contains Register of Outcomes and Scope and Sequences and Key Concepts for the teaching program within each KLA for each school year (see Appendix 1)
- The Yearly Program Overview is developed from the syllabus outcomes and Foundation Statement documents for each KLA.
- The Yearly Program Overview is to be signed and dated by the class teacher/s and program supervisor and handed to the principal at the end of each calendar year.
- The Yearly Program Overview is a legal document and must be retained and stored appropriately for a period of seven (7) years after a student has completed school or until a given student is 24 years of age.

The Yearly Program Overview must clearly indicate:
- Name of the school
- Calendar year
- Stage/grade/class group
- KLA
- Teacher/s
- Unit title/s for each term where appropriate
- Key concepts linked to each Unit of Work
- Resources
- Outcomes linked to syllabus strands and the Unit of Work
KLA Organisation
The KLA information is to be detailed for Religion, English and Maths. Information regarding the remaining KLAs may be recorded separately or using an integrated proforma.

This information details how and when (linked to the class and school timetable) a KLA is taught for the year. This series of statements includes information about:
- pedagogy
- curriculum differentiation (general strategies used to meet the diverse needs of students)
- class structures
- other personnel involved in the teaching of each KLA.

Units of Work
A Unit of Work is a teaching program appropriate to each KLA. This may take the form of:
- Learning in a particular KLA eg Maths or English
- An integrated unit based on a set of connected outcome groups
- A term’s work divided into weeks, fortnights etc.

Each Unit of Work must clearly indicate:
- Name of the school
- Calendar year
- Stage/grade/class group
- KLA
- Teacher/s
- Title (where appropriate)
- Duration
- Outcomes (identifies the specific outcomes to be focused on)
- Content Outline
  - key concepts
  - sequence of learning (framework of content, activities, tasks including curriculum differentiation regarding any adjustments made to the Unit of Work, the learning process, the environment, the product and/or assessment opportunities to meet the needs of learners)
  - variation to or additional resources
- Planned Assessment linked to the outcomes and key concepts specified for Unit of Work. These are specific assessment opportunities with links to assessment criteria for success.
- Evaluation linked to achievement of outcomes to inform future teaching and learning.

It is recommended to tick/date/highlight what has been taught in the Unit of Work and make notations where variations occur. The use of pencil is not recommended.

Work Samples & Recording of Assessment Data
Assessment of student work and the recording of assessment data is 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.

Evidence may include a collection of annotated work samples, end of unit tests, pen and paper tasks, oral presentations, performances etc. Teacher records of evidence include checklists, running records, marks, test results, anecdotal notes and observations. The collection of work samples and the recording of assessment data may be stored separately to the teaching program.
3.5.1 Statement on Curriculum Integration
Curriculum integration is an important aspect of primary curriculum organisation because it enables the primary teacher to:

- identify the connections within and between the content of the key learning areas
- provide a relevant context for learning based on the needs of students
- assess students skills and understandings in a variety of learning contexts
- manage comprehensive programs covering all key learning areas.

An important task for teachers from Kindergarten to Year 6 is to maintain and enhance the integrated nature of primary education. Further information about integration and some sample Units of Work are provided in the Support Material on the CSO website.
3.6 Requirements for Secondary Schools

Teachers are required to develop a teaching program for each class/subject that includes the following suite of documents:

Rationale
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.

A Scope and Sequence Chart – clearly indicating
- name of the school
- calendar year
- year/class group
- teacher/s
- the outcomes linked to each Unit of Work
- the duration of each unit of work
- the sequence of mandatory content where applicable (Stage 4/5)
- planned assessment

A Mapping Grid
- Showing the distribution of outcomes from the syllabus linked to the Units of Work across the stage

An Integrated Programming Document incorporating for each unit:
- Unit Title
- Duration
- Contextual outline
- Catholic perspectives
- Outcomes
- Cross-curriculum content (Stage 4/5) /Key Competencies (Stage 6)
- Skills/Knowledge/Understandings (Learn to & Learn about)
- Teaching & learning activities and experiences
- Evidence of learning
- Assessment
- Resources

(Note that teachers may be required to include other areas depending on their syllabus document)

A Register for each unit incorporating:
- Subject name
- Teacher/s name
- Class
- Year
- Unit title
- Duration
- Date started
- Date completed
- Outcomes covered from Scope & Sequence
- Adjustments for students with learning support needs
- Teacher reflection/evaluation of the teaching and learning and assessment
- Evaluation of the teaching and learning and assessment
- Variations to program
- Additional resources
- Teacher signature & date
- Coordinator signature & date
The **Scope and Sequence Chart and Register** 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 24 years of age.

**Programming Vocational Education & Training (VET)**
This Policy 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.

**Programming Life Skills (LS)**
The essential features for programming for a student following a Life Skills course of study in his/her class are:

- The scope and sequence of the individual student’s LS program should remain the same as the scope and sequence of the whole class program. In the case of a discrete LS class, individual student programming could be matched to a regular ‘buddy’ class.
- Teachers should refer to the relevant LS section contained within the regular subject syllabus to match outcomes and learn to/learn about with the regular syllabus wherever possible.
  
  Note: This only applies to Stage 4/5 as Stage 6 LS syllabi are separate documents, however, it is possible to get matching in Stage 6 (although not as straightforward as it is for Stage 4/5)

- LS students follow individual outcomes rather than whole class outcomes, most often identified through the IEP process and/or through consultation with the Learning Support Coordinator.

In regard to assessment of LS student achievement, the following is relevant:

- The student should not sit across the form tests (although an LS student could sit a specifically designed test at the same time)
- The student should not complete assessment tasks constructed for the regular course of study unless the task has been sufficiently adjusted using recognised means e.g. tiering
- The student is assessed against LS outcomes, not regular course of study outcomes
- The LS student should not be included in any class or form ranking process (although the LS student’s work habits, commitment to learning and approach to school life could be commented on in the same way as regular students, with disability accommodations taken into account)
- Assessment is based on the actual competencies demonstrated by the student as targeted through the individually determined learning outcomes
- Competencies should be presented in profile format and described as being … achieved independently, achieved with assistance or working towards.

### 4. Budget

The CSO is committed to the provision of quality teaching and meaningful learning through the provision of funds to schools and the employment of Education Officers to support the implementation of this Policy.

Schools may use funds allocated under their PD Plan for professional development and/or resources to support their programming needs.

### 5. Evaluation

This policy will be reviewed every three years or as required by the Board of Studies or other authority.
GLOSSARY

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.

ASSESSMENT FOR
Is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understandings and skills.

ASSESSMENT OF
Is a process usually based on summative assessment information resulting in a summation of the learning process and is used to inform achievement against a predetermined standard.

CATHOLIC PERSPECTIVE
A teaching program is informed by and will enhance and promote the principles and values of the Gospel of Jesus Christ as experienced, lived, understood and taught within the Catholic community.

CONTENT OUTLINE
The Content Outline provides the framework for the Unit of Work and is reflective of the sequence of learning. It outlines the teaching and learning of knowledge and skills to take place, “what do I want the students to learn?” and summarises the tasks, activities and/or learning opportunities provided, “how will I teach this?”

CONTEXTUAL OUTLINE
The Contextual Outline is the framework devised to assist students to make meaning of the Unit of Work. It is a series of statements that outline the purpose of the Unit of Work, its importance within the program and its connection to the syllabus. It should also explain the relevance of the Unit of Work to students on a local, national and/or global level. It encourages students to recognise and use their current understanding to further develop and apply more specialised understanding and knowledge that will be addressed in the Unit of Work.

COORDINATED METHODOLOGY
A collaborative approach: class, stage, subject, KLA or whole staff planning. For example, a school Scope and Sequence may be developed by whole staff.

CRITERIA FOR SUCCESS
This refers to the characteristics of good performance on a particular task, ‘What does it mean to do well on this task?’ This clear criteria is made known to the student and identifies what they need to do to demonstrate evidence of learning. Criteria for Success is used to inform judgements about student achievement and provides the basis for student and parent feedback. Criteria for Success is linked to syllabus expectations and standards.
CURRICULUM DIFFERENTIATION / ADJUSTMENTS
Is a broad term referring to the need to adjust the teaching environment and practices to create appropriately different learning experiences for students. It outlines how the content, learning experiences, teaching and assessment strategies have been changed to meet the needs of students who may not have achieved some or all of the outcomes from a previous stage or have progressed beyond some of the outcomes of a stage. This can include an Individual Education Program (IEP) or strategies for students who are gifted and/or talented and students with learning support needs.

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

EVALUATION
A reflective process of making reasoned judgements about the effectiveness of each Unit of Work in addressing the extent to which:
* learning outcomes have been achieved by students
* programming adequately provides teaching and learning experiences
* programming has been adjusted to adequately provide for the variety of student needs.

EVIDENCE OF LEARNING
Teachers are required to make judgements of student achievement in relation to syllabus expectations and standards supported by evidence of learning. Designing effective learning experiences requires the selection of activities that will allow evidence of learning to be gathered. Methods of gathering evidence could include teacher observation, questioning, peer evaluation and self evaluation, as well as more formalised assessment activities.

KEY CONCEPTS
Key Concepts are derived from the Foundation Statements and reflect the main content (knowledge and skills) of the Unit of Work.

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

OUTCOMES
Specific statements of what students know and can do; found in syllabus documents.

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)
PLANNED ASSESSMENT
The specific tasks linked to the outcomes and key concepts that enables the teacher to make informed judgements about student achievements and provides the basis for student and parent feedback (Assessment of learning). It also informs decisions about future student learning (Assessment for learning).

SCOPE AND SEQUENCE
Is the order in which outcomes and content are to be taught. A Scope & Sequence indicates the breadth of a topic and learning across a continuum. It could be organised by term, semester, year or stages. This is kept as a legal requirement.

SEQUENCE OF LEARNING
Is the sequential order of knowledge and skills outcomes and content to be taught and is included in the Content Outline.

UNIT OF WORK
Is a structured sequence of learning based on the outcomes and content of the syllabus with a particular focus.

YEARLY PROGRAM OVERVIEW
Contains Register of Outcomes and Scope and Sequence and Key Concepts for each KLA for each school year. This is kept as a legal requirement.
This Programming Policy is to be used in conjunction with the following policies and documents:

- School Evaluation & Development Policy CSO 2005
- School Records – Maintaining & Keeping CSO 2002
- Registration Manual for Member and Non-Member Schools, Board of Studies 2006
- Assessment Certification and Examination (ACE) Manual, Board of Studies 2006
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Assessment Policy CSO 2005
- IEP Guidelines CSO 2007

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