CURRICULUM AT IMMACULATE HEART COLLEGE

Early Years Learning Framework
Kindergarten adheres to the *Early Years Learning Framework* (EYLF). The outcomes and values of the EYLF are embedded in the daily teaching/learning activities of Kindergarten at Immaculate Heart College (IHC). Each one of these values is highlighted by the Class Teacher in her Teaching/Learning Programmes, demonstrating a focus for the week, and an overall focus for the term. Furthermore, the positive pedagogy of the EYLF extends to Year 2, catering to Early Childhood Education (ECE) at the College.

The Australian Curriculum
Phase 1 of the *Australian Curriculum* (AC) was implemented at IHC from the start of 2012 for Pre-primary to Year 3. It included the Learning Areas of English, Mathematics, Science, and History (in part; Society and Environment from the *Curriculum Framework WA* (CF) being the key Learning Area). As a new school, it was deemed appropriate to launch into Phase 1 of the AC, with the intention of introducing History in full in 2013 and later, Geography into the curriculum.

Geography was introduced in 2014 so that History and Geography took the place of Society and Environment from the CF. With on-going Professional Learning (PL) in the field, the teaching staff followed the AC strictly, adhering to its end-of-year Achievement Standards. All Teaching/Learning Programmes demonstrated full adherence to the AC and all formal school reports included the end-of-year Achievement Standards for Phase 1 Learning Areas. The General Capabilities for each Learning Area were also taken into account when preparing the Teaching/Learning Programmes.

At the end of Term One, 2015, schools were advised by the School Curriculum Standards Authority (SCSA) to use the *WA Curriculum* for all Phase 1 Learning Areas and, subsequently, Phase 2 and Phase 3 Learning Areas. Hence, as of Term Two, 2015, IHC has been using the *WA Curriculum* for English, Mathematics, Science, History and Geography. In 2016, the College replaced History and Geography with the Humanities and Social Sciences (HASS) Learning Area, incorporating Business and Enterprise in Years 3 and 4, and Civics and Citizenship in Years 5 and 6. The *WA Curriculum* is also used for The Arts, Health and Physical Education, and Technology and Enterprise.
Religious Education is a school-specific programme at IHC and Languages Education (Modern Greek) is from the Australian Curriculum. Teachers are also using the Scope and Sequence documentation of the WA Curriculum for all Learning Areas in order to map student progress.

**Religious Education & Virtues Programme**
The Religious Education & Virtues Teaching/Learning Programmes for Kindergarten adhere to the EYLF in terms of Values and Outcomes. The Programmes clearly exemplify these aspects of the EYLF curriculum. The content and skills within the Programmes are age-appropriate and interesting, introducing the Catholic faith to the younger students of the school.

The content and skills being taught in the Pre-primary to Year 6 classes are age-appropriate and interesting, introducing and extending on the students’ existing knowledge of the Catholic faith. The Programmes also prepare students for the appropriate stages of the Faith (i.e., the Sacramental Programme in Year 3 and upwards). The Virtues Programme teaches the students a virtue each month and offers them a Saint to emulate, as well as providing practical examples of how to live their lives, applying the virtues to their everyday experiences. Key resources include: *To Know, Worship and Love; The Bible; Christ Our Light and Life.*

**Modern Greek**
The curriculum that was being used since 2012 for teaching Modern Greek at the College was the *Paideia Omogenon* curriculum from The University of Crete, designed for teaching Modern Greek to Greek and non-Greek background speakers abroad. In 2016, the College is using the Australian Curriculum in conjunction with the resources of the *Paideia Omogenon* curriculum for Modern Greek. The pedagogical approach used at the College is that of teaching Greek as a foreign language rather than as a second language due to the fact that very few students at the College are exposed to the Greek language outside of the school environment. This approach ensures that the lessons are appropriately paced and relevant in content and skills. The Communicative Approach is employed in the Early Childhood Education years of K-2, with an emphasis on everyday communication skills and language games. From Year 3 upwards, a Grammar-based approach is introduced gradually so that students in the middle and upper primary years learn to read
and write the Modern Greek language, whilst still enjoying language games, online programmes, such as Language Perfect, and public performances in the Greek language. Tangible links between Greek and English are made at all opportunities.

**Time Allocations for each of the Learning Areas**

Due to the College’s emphasis on improved literacy and numeracy skills for all students, just over 50% of the timetable for Pre-primary to Year 6 is allocated to English and Mathematics (an average of 9 x 40 minutes lessons each per week). The lessons are organised in literacy and numeracy blocks, offered mostly in the mornings. A similar approach is taken for the Kindergarten Timetable where literacy and numeracy blocks have been scheduled across the three days.

In 2016, the following time allocations apply for Pre-primary to Year 6:

- **English:** Average of 9 x 40 minutes per week
- **Mathematics:** Average of 9 x 40 minutes per week
- **Science:** 2 x 40 minutes per week
- **HASS:** 2 x 40 minutes per week
- **Religious Education:** 3 x 40 minutes per week
- **Modern Greek:** 2 x 40 minutes per week
- **The Arts:** 2 x 40 minutes per week
- **Music:** 1 x 30 minutes per week
- **Health:** 1 x 40 minutes per week
- **Physical Education:** 2 x 40 minutes per week
- **Sport:** 1 x 30 minutes per week
- **Technology & Enterprise:** 2 x 30 minutes per week (although T&E is also integrated into all Learning Areas)
- **Whole-school Mass:** 1 x 45 minutes per week
- **Hymns:** 1 x 30 minutes per week
- **Pastoral Care Time (PCT at the start of every day):** 5 x 10 minutes per week
- **Parent Assembly/Faction Assembly (alternate weeks):** 1 x 45 minutes per week

Every day commences with a 10 minute session known as Pastoral Care Time (PCT) where the morning absentees are noted. During PCT, the Morning Prayer is recited and the Teacher discusses the Virtue of the Month, setting the tone for the day in terms of behaviour and attitude. Following this session, the first period of the day is 45 minutes long, after which the remaining periods are
40 minutes long, with the exception of a 30 minute session after Recess and another 30 minute session before the very end of the day. Over the course of a week, all Learning Areas meet the recommended time allocations.

The hours of instructional contact per day are 5.25 hours and the calendar for 2016 is 190 days (997.5 hours), covering the mandated 986.8 hours of instruction.

**Whole-school Literacy and Numeracy Planning**
A whole-school planning approach for literacy and numeracy was adopted at IHC from the outset and has been maintained over the years. Extended, year-long Professional Learning (PL) in literacy and numeracy has been offered to all staff, including the Principal, to ensure that all staff members are united in their approach (Shared Moral Purpose). This has resulted in common goals and focus areas for literacy and numeracy.

The common goals are articulated boldly in writing at the top of each Teaching/Learning Programme prepared by the Staff. As such, the goals have become embedded in the pedagogical practice of the College, resulting in visible progress for all students. Likewise, the purchase of a number of whole-school resources has provided a consistent approach to the teaching and learning of literacy and numeracy across the school.

Since 2012, the College has had a Literacy Specialist and a Numeracy Specialist. Both members of staff attend PLs specific to their area of expertise and both transfer the information and new resources to the other teachers at Staff Meetings. A similar approach has also been taken with Early Childhood Education where an ECE Team Leader has been established since the start of 2016. A Specialist in Physical Education and another in Science, Technology, Engineering and Mathematics (STEM) are also emerging.

**Integrated/Cross-curricular Teaching and Learning**
An integrated teaching/learning approach to the curriculum is strongly encouraged at the College and is reflected in daily practice, particularly where the Religious Education and Virtues Programme is concerned; that is, Catholicity is integrated effortlessly throughout the curriculum in various ways. Another example of cross-curricular teaching/learning is in Languages
Education (Modern Greek). The Greek language is used daily in general activities, and Greek root words are highlighted during an English or Mathematics lesson, for example.

**Scope and Sequence of Content, Skills and Continuity and Coherence**
The *WA Curriculum* Scope and Sequence documents are used in the respective Learning Areas to map the content and skills being taught to students and to ensure that repetition in content and skills are avoided from year to year. After on-entry testing and assessment at the start of each year, teachers identify the relevant content and skills to be taught in each Learning Area and add to these as the year progresses. These documents are also used as a reference point the following year by the teacher of the class to ensure that repetition is avoided and to revise concepts and skills taught the year before. In this way, continuity and coherence are managed effectively at the College.

**Meeting the Diverse Needs of Students**
Individual Educational Plans (IEPs) are created for Students with Disability (SWD) or other Special Needs students. Levels of Adjustment are also noted for the Nationally Consistent Collection of Data (NCCD). An Education Assistant-Special Needs has been employed since 2015 to assist students. Furthermore, volunteer tutors offer tutorials in literacy and numeracy to students across the school. The School Psychologist visits the school on a regular basis, offering professional advice and assistance, and making further observations of students in an effort to continue to provide support to them, their teachers, and their families. Other specialists, such as Occupational Therapists and Speech Pathologists visit the school to offer support. The teachers of students with Special Needs or a disability liaise continuously with the Principal, the Education Assistant, the parents of the students, and with the other relevant specialist/s who might be attending to the students concerned for maximum benefit and improved results.

The College has applied for Inclusive Education (IE) Funding over the years and has been successful in securing funds for SWD. This, in turn, has made it possible to hire an Education Assistant-Special Needs as well as allowing for the purchase of specific resources for SWD. The College endeavours in every way to provide the best possible education for all of its students, including those with learning difficulties and/or disabilities.