



Teaching & Learning Policy

Rationale:

At St Peter's we believe that:

- learning is a lifelong process
- success in learning is catered towards the needs of individual students
- our teaching and learning should focus on developing student's skills, knowledge and understandings throughout all areas of the curriculum
- students should be provided with an environment that fosters their development of critical and creative thinking, intercultural, interpersonal and ethical capabilities
- strategic and effective teaching and learning experiences within a stimulating and safe environment contributes to students' wellbeing
- there is shared ownership of all student learning and in order to maximise learning for all students, collaboration between the school, parents and the wider community is essential

Aims:

At St Peter's we aim to:

- further develop a faith community in an environment that values and promotes peace and knowledge for all, empowering teachers and students to reach their full potential
- implement a curriculum that ensures our students are highly literate and numerate
- develop students critical thinking and problem solving skills and promote a love of learning
- ensure that our students develop a positive sense of self worth, confidence and wellbeing through a focus on our school values of respect, responsibility and resilience
- encourage our students to be active citizens who are globally aware, understand, value and care for the environment and the society we live in and embrace the cultural diversity that makes up modern Australia
- engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle
- build the capacity of all staff and teams, through ongoing professional learning
- ensure a collaborative culture of mutual support, shared leadership and collegial dialogue

Key Strategies:

At St Peter's we recognise that children learn best when they are positively and deeply engaged in their learning. For this to occur, there are a number of key strategies that underpin or are inextricably linked with Learning and Teaching.

At St Peter's these key strategies are:

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- a Religious Education program following the Religious Education Frameworks as outlined by MACS
- a whole school approach to Resilience, Rights and Respectful Relationships, to ensure student wellbeing that enables learning to be a positive experience for all
- Learning and Teaching that is informed by the Victorian Curriculum and School Improvement Plan priorities
- Learning and Teaching which is informed by contemporary educational research and assistance from outside consultants (Visible Learning and Inquiry; Problem-based learning)
- Literacy and Numeracy teaching that is engaging, authentic and purposeful
- an Inquiry approach from Prep to Year 6, that is sequential, links across domains and reflects our Big Ideas with purpose, meaning and relevance with the goal of working towards a personalised curriculum approach
- An embedded STEM and Visual Arts specialist program complementing Inquiry concepts
- to provide our teachers with resources and professional learning opportunities that ensure they have the knowledge and skills to meet the goals outlined in our School Improvement Plan
- teachers working collaboratively with teams and school leadership to effectively plan, implement and review school policy, procedures and programs
- mentoring that is used as an improvement tool for both staff and students
- a focus on parent/carers participation and involvement in all aspects of school life (organising and preparing parent helper information sessions and training, and communicating the 'home learning' policy and routine)

Assessment:

At St Peter's assessment 'for', 'of' and 'as' learning is informed by:

- regular assessment, both formative and summative
- assessment schedules in the key areas of English and Mathematics
- data that is analysed and reflected upon in planning level meetings, professional learning team meetings and Leadership Meetings and informs ongoing teaching and learning within each student's zone of proximal development

Assessments to ensure teachers and leaders use evidence of student learning to make judgements on student achievement against goals and standards (including NAPLAN, PATR and PATM)

Curriculum Policies and Teaching Practices:

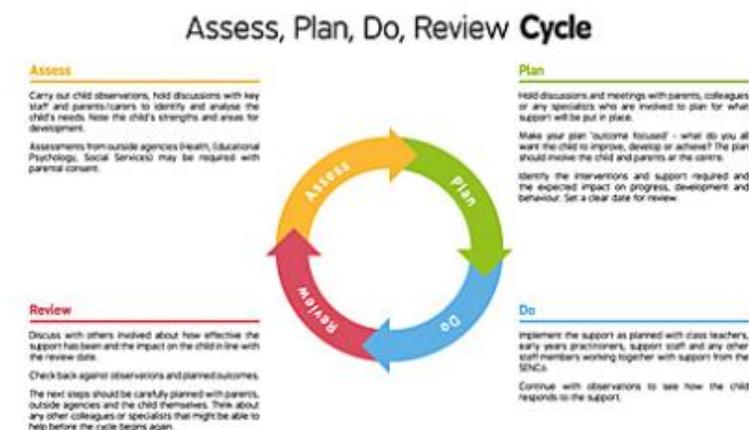
- New curriculum approaches are developed through consultation with the School's Leadership Team, Curriculum Area Leaders and staff
- These changes are implemented based on the educational needs of our students and data analysis. Current pedagogical approaches and system based practices and expectations are also taken into consideration
- Teaching practices are enhanced through peer observation, working with leaders and discussions at level planning and whole school professional learning meetings
- Teachers take part in external professional learning opportunities to further improve teaching and learning in line with the school's Annual Action Plan

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- Curriculum Policies are reviewed as part of the school’s review cycle and as needed throughout the four year cycle to reflect current teaching and learning approaches in line with the school’s Annual Action Plan

Reviewing Teaching and Learning Practice:

- Data is used to inform teaching practices
- Assess, Plan, Do, Review Cycle is implemented at team level facilitated planning
- School policies are viewed in line with our policy update schedule
- St Peter’s has a strong culture of performance and development. Learning walks and coaching enable professional growth and development
- Professional learning goals are aligned with the AITSL standards



Evaluation:

This policy will be reviewed as part of the school’s review cycle.

Stage	Date	Ratified
Developed	August 2020	August 2020
Review 1	November 2021	November 2021
Review 2		
Review 3		