
CURRICULUM DESIGN AND IMPLEMENTATION

What We Do Well

- Middle School Curriculum
- Choices of subjects
- Increase of choice of subjects
- Teachers are exceptional
- IEP supportive
- Software programs
- Submitting assignments and getting immediate feedback so can make changes and re-submit
- Inclusivity
- Transition to support students with special needs to transition to ‘life’ and ‘work place’
- Opportunity for internal review feedback from parents to allow their point of view on curriculum design
- Eugreenies garden and impact of this on curriculum
- Tailoring to student needs individually
- Middle school philosophy
- Breadth of subjects offered
- Harnessing of student’s individual talents
- Financial support of students to involve themselves in extension activities
- Personal development (deportment)
- Support offered to students in varying needs
- Wrap around and number of people who care
- Use of laptops for quality research and work production
- Sharing of resources (human and physical) across P-12
- Special project (Year 9)
- Communication regarding term overview (email) is very happy
- Different levels of learners (especially in junior years)
- Learning about many world religions is excellent
What We Can Do Better

- Year level fundraising better than spreading it over the whole college
- Outward bound – year 9
- Parent volunteer weekend
- Deadlines to enforces
- Too much homework year 1 – students are overwhelmed, too high the expectations
- More consistency in build of homework
- Difficult for older children – difficult because of peer pressure
- Support programs for children post school
- Class sizes in lower classes - especially for special needs
- Handwriting skills
- Spelling
- Mental strategies – especially with laptops and calculators
- Extension activities – streaming
- Parents need to be encouraged to advocate for students who are gifted
- Extra practice ready for sports days/training
- Work experience – communicate to students/parents about availability
- Laptop/calculators – mix in with homework with use of technology/paperwork/hardcopies
- More involvement/chances for a wider variety of arts activities e.g.: dance troupe/musical
- Behaviour management / support of students
- Religious beliefs of teachers in RE
- Identifying particular needs of students and communicating this to parents
- Getting action from IEP once it is set up
- Communication about actions taken regarding homework grid doesn’t cover basics
- Options for students with different needs
- Finding out the level of each learner
- Streaming – putting students in groups to meet their needs
- Internet monitoring systems / education of students re: internet usage
- Deportment and PSDE
- Laptops at lunchtime can take away from socialisation