Internal Review – Teaching Staff Response
19th August 2013

CURRICULUM DESIGN AND IMPLEMENTATION

What We Do Well

- Knowledgeable teachers in subject areas
- Adapting to major curriculum developments/changes
- Authentic partnerships e.g.; activity days, Rosies
- RE programs cover Social Action and Justice
- Pastoral care program
- Scope and sequence good
- Staff active and passionate
- Subject based – junior/middle, planning
- Differentiate well
- Student based design and planning
- PD for staff relevant
- Teaching and Learning framework is whole school and well done
- Task forces and collaborative approach to school vision
- Junior Planning
- HOD Planning - middle years
- Literacy and numeracy
- Adherence to National Curriculum
- Inclusivity
- Parental involvement in lower grades
- Feedback from peers and pedagogy
- Work co-operatively
- Try to adjust the curriculum to suit the student needs
- Middle school
- Literacy and Numeracy Committee and staff
- Using data to inform planning practices
- Timetabling in middle/senior individualises learning
- Good vision for learning/leadership in general staff
- Lots of celebration of the Arts
- Lunch for ‘A’ students
- Line management
- Scheduled times for departmental meetings
- School officers are flexible
- Special needs kids and work of school officers
- P-6 TT accommodates collaboration planning
What We Can Do Better

- Allocation of time to develop curriculum programs
- No tracking of units of work/cross-subject teaching
- Development and improvement of whole school approach to literacy and numeracy
- Challenge in involving population in church and spirituality
- Year 11 and 12 students should not be doing STARS/Buddies (maybe optional, numbers a problem)
- Communication of what is being done in catholic school teaching
- Involvement of Oblate Priests e.g. church tours
- Clear links to industry / workforce
- Clear link to planning implement and reporting
- Evaluation process/review/student feedback
- Resource development – support materials and time allocation
- PD extended
- Class sizes
- Specific day – departmental planning / snr/middle planning – only one teacher teaching the subject
- Communication – junior to middle and middle to senior
- Continuity of curriculum
- Innovative e-learning as a whole school through the taskforce we have
- Opportunities to experience different phases of learning supported by release time
- Release for HODS for junior planning
- Parent involvement in upper grades
- Opportunity to see others teach
- Target rooms for learning subject rooms
- More talk between teachers at different year levels
- Differentiation
- Recognition for improvement e.g.; A’s for effort
- More transparency – sometime staff don’t know changes of policies/procedures e.g.; uniform – until last minute
- More transparent sharing and communication when using and administering resources
- Core subjects – no duplication
- Building on prior knowledge
- Other departments don’t celebrate achievement
- Staff meetings to finish on time
- Alignment of subject materials o the curriculum
- More planning time for subjects other than maths/science/English
- Block timetable/cycle timetable
- Collaboration 8-12 departmental planning time especially re: Australian Curriculum
- Cross-curriculum mapping could be used in specialist subjects also