

Curriculum Policy

Rationale

The breadth of curriculum at St Mary's College provides a coherent program of learning which involves experiencing a range of studies and activities in English, Mathematics, Science, Humanities, Health and Physical Education, Technology, The Arts and Languages other than English (LOTE). Access to a broad range of senior years programs enable our students to choose subjects appropriate to further education and career options.

In partnering with other primary and secondary Catholic schools in Melbourne, we are able to offer a full range of subjects in Victorian Curriculum areas and a very wide range of subjects at VCE, VCAL and VETiS that would otherwise not be possible as a specialist school.

As a special school operating in partnership with these larger mainstream schools, our deaf and hard of hearing students can have a program of education designed that is responsive to their needs as students with a disability from prep through to year 12 that meets their physical needs, cognitive strengths and personal interests.

Implementation

- The Curriculum policy is reviewed annually by the Leadership Team and Research Lead.
- The Principal has overall responsibility for the implementation of curriculum. Aspects of this role can be delegated to other staff members who will work in conjunction with the Principal to develop curriculum provision, delivery and programs such as Deputy Principals, Research Lead and Impact Coach.
- The School Improvement Plan is used to inform the development and continual improvement of the curriculum plan.
- The Victorian Curriculum is used as the framework for curriculum development and delivery for students in accordance with DET policy and guidelines.
- The Victorian Curriculum is structured as a continuum of learning and students can be anywhere along this continuum. This is particularly important to be reflected in the curriculum plan as a result of the impact of deafness on language delays and deficits and the consequent impact on learning across the curriculum.
- The Leadership Team will enable access to the curriculum program as offered through each partner school and directly through St Mary's for the following year, ensuring a balanced, broad curriculum provision and to satisfy the needs of the school's Curriculum Provision.
- Curriculum provision time allocations of offerings at each partner school is the responsibility of each respective provider of that learning experience as per their own policy.
- The Leadership Team at St Mary's is responsible for ensuring each student has a timetable of learning that meets the minimum time allocation requirements, is broad in offering and meets individual learning needs. This is reviewed and documented annually at PSG meetings.
- Students will provide at least 25 hours instruction per week.
- The curriculum will be reviewed as part of an ongoing process. This will enable the Research Lead, Impact Coach, Positive Behaviour for Learning (PBL) Team and Professional Learning Teams (PLCs) to review particular Learning Areas and programs to ensure the curriculum is being addressed.
- The Leadership Team will communicate regularly to track whole school data and identify potential

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curriculum areas that require focus. Areas for focus will be evaluated and reconciled to ensure the curriculum plan meets student needs.

- The Expanded Curriculum for Deaf and Hard of Hearing Students will be integrated across the curriculum to support the improvement learning outcomes.

Assumptions

St Mary's College recognises that unlike students with full access to spoken language, students who are deaf and hard of hearing will need more time allocated to expressive and receptive language and literacy for the entirety of their primary and secondary education if they are to have a chance of achieving age appropriate learning and achievement. As such, many students will receive less time allocation in parts of the curriculum than experienced by typical hearing students. In determining time allocation, preference will generally be given to the core learning areas of English, Mathematics, Science and Physical Education. St Mary's will also endeavour to ensure students have exposure to Religious Education.

Where additional time is required to be spent learning the Expanded Curriculum, teachers will endeavour to bring in content from other learning areas at particular year levels to ensure exposure to those topics.

Evaluation

The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

Status of Document	
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