



**Aranmore Catholic
College
Curriculum Plan
2021**

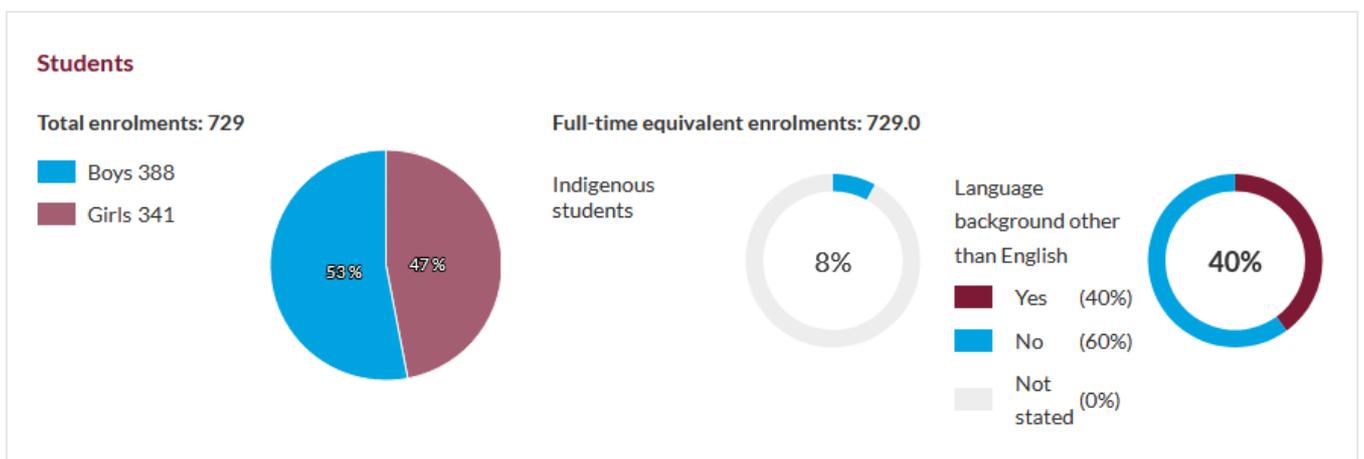
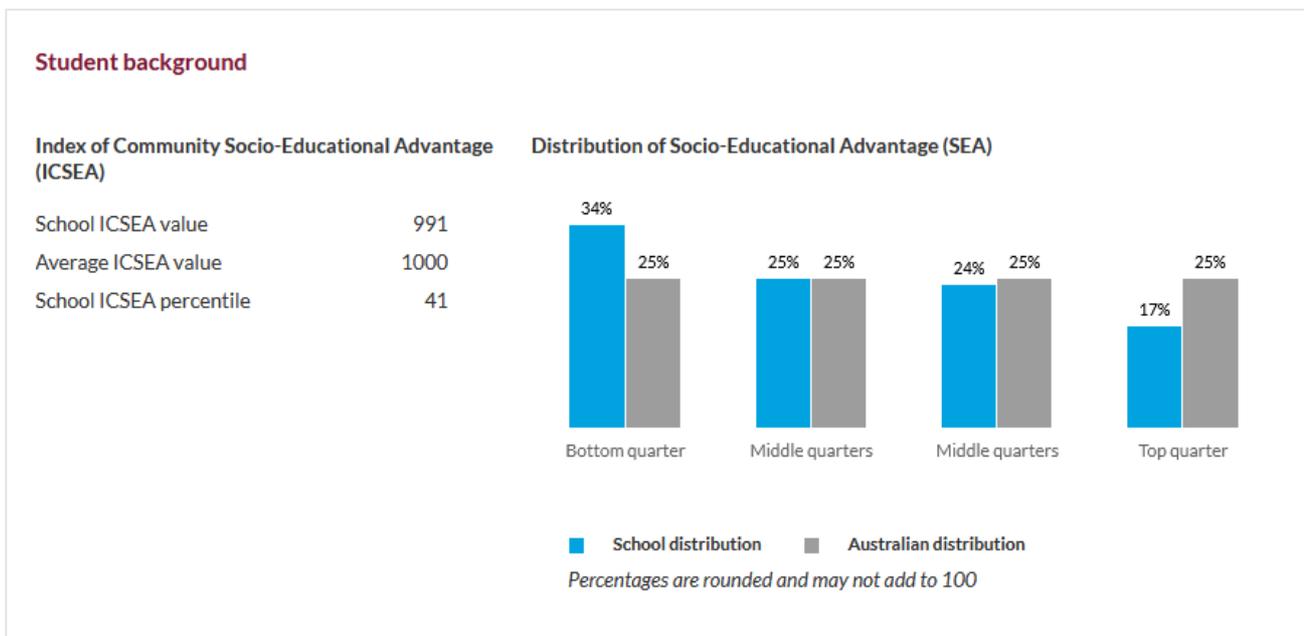
Contents

Part A (Chapter 4. Observance of Registration Standards)	3
Part B (Standard 1. Curriculum)	5
Part C (Chapter 4. Standard 12 Child Abuse Prevention)	6
Part D (Chapter 6. Governing Body Accountability)	7
Part E (Chapter 7. Standard of Education)	8
Part F (Chapter 7. Standard of Education)	9
Appendices	10

Part A (Chapter 4. Observance of Registration Standards)

Aranmore Catholic College is a co-educational secondary College with students enrolled from Year 7 to Year 12 with approximately 720 students from some fifty different nationalities. The College has an Intensive English Centre on campus, catering for the language needs of new arrivals to Australia, from both refugee and migrant backgrounds. The College continues the tradition of Catholic education commenced by the Sisters of Mercy, with a girls' school in 1903. In 1942 the Christian Brothers joined them by opening a boys' school on the adjacent site. In 1986 the two Colleges amalgamated to form Aranmore Catholic College. The College offers a broad range of programs that support the spiritual, intellectual, physical, social and emotional development of all students. University entrance and Vocational pathways are offered in Years 11 and 12 with a focus on all students achieving secondary graduation. Two specialist sporting programs are offered at the College, namely Netball and Rugby. In addition, strong programs in Music and Art are introduced to all students on entering high school at Year 7. In line with the College motto: Trust, students are encouraged to build relationships with staff and fellow students to enable them to have a safe and happy learning experience at the College.

Student background data 2019 from Myschool website:



Student enrolment data (3 Feb 2021)

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
7	114	10	16	9	5	14
8	94	9	11	6	2	8
9	113	12	21	10	2	12
10	110	11	15	9		9
11	136	7	35	7	1	8
12	115	7	26	6	2	8
IEC	41		41			
TOTAL	723	56	165	47	12	59

Part B (Standard 1. Curriculum)

Religious Education:

The Religious Education program within the College fulfils the requirements of the Bishops Mandate (2009) and the principals and procedures of the CECWA policy statement 2-B5 Religious Education. All students in Years 7-12 and IEC take part in a Religious Education program and the delivery time is as per the CECWA policy. The College has an Evangelisation Plan.

College Curriculum:

The College plans curriculum in accordance with the Western Australian Curriculum and Assessment Outline (the Outline), accessible via the School Curriculum and Standards Authority website (www.scsa.wa.edu.au).

- WACE 2016 requirements were implemented for delivery in 2015 to ensure that those students who graduate Year 12 in 2021 will have either an ATAR or a Cert II and those graduating in 2021 will have a Cert II if undertaking a Foundation course. Year 11 and 12 handbooks detailing the offerings are available to all students and parents in the College's SEQTA portal and College website using this [LINK](#).
- Each Learning Area has detailed programs and assessments across all subject and levels, these are available in Share Point and in the SEQTA Portal for parents and students to access.
- The College is working through the implementation of the Western Australian Curriculum as shown below:

Australian Curriculum PP - 10	Progress
English	Fully embedded into Year 7 - 10
Mathematics	Fully embedded into Year 7 - 10
Science	Fully embedded into Year 7 - 10
History	Fully embedded into Year 7 - 10
Humanities and Social Sciences	Fully embedded into Year 7 - 10
Health and Physical Education	Fully embedded into Year 7 - 10
Technologies	Fully embedded into Year 7 - 10
The Arts	Fully embedded into Year 7 - 10
Languages	Mandarin is fully embedded in Year 7 and 8 and available as an elective in Years 9 and 10.

Teaching, Assessing and Reporting:

The College follows the SCSA 'Pre-primary to Year 10: Teaching, Assessing and Reporting Policy' and the 'Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.' Curriculum planning allows the College to address the needs of all students and includes differentiation of the curriculum to cater for individual learning needs.

The College has an assessment and reporting policy which can be found on the college website at this [LINK](#)

Aboriginal Education policy:

The college has an Aboriginal Education Plan which can be found on the College website at this [LINK](#)

Part C (Chapter 4. Standard 12 Child Abuse Prevention)

The College has implemented the following policies/PD/Programs:

- Mandatory Reporting – all staff will update their mandatory reporting training when they receive their email from myHR. Anyone staff member who fails to do so will be followed up once the Principal has been notified.
- Keeping Safe Curriculum – implemented in Years 7 – 12. Programs in Years 7 – 10 make reference to the curriculum and this work is supported in the Pastoral program across Years 7-12. Teaching staff receive professional development on Keeping Safe, new staff access the CEWA Keeping Safe training when available. The curriculum is mapped across to our Year 7-10 curriculum and reference to it is made in course programs [Aranmore Keeping Safe Mapping Document](#).
- Code of Conduct is delivered to all staff to the College and referred back to during various staff PD throughout the year, the Code of Conduct is on the College website ([LINK](#)) and is referred to in college newsletters during the year. The staff PD schedule shows when delivery has occurred.
- At the start of 2021 ALL staff were talked through the Child Safe Framework and the Code of Conduct including their responsibilities as staff. A PD session is planned for Thursday 18 Feb regarding the TRBWA 'Teacher/Student boundaries' documentation.
- Parent Information nights, held throughout the year, cover and support the protective behaviours curriculum and the code of conduct.

Part D (Chapter 6. Governing Body Accountability)

The Curriculum plan links to a number of College plans as detailed below:

STRATEGIC PLAN

Strategic Output: Learning

- 1.1 To improve student learning with a particular focus on student literacy. Inclusion of staff PD on 'Language Acquisition,' and College involvement with the CEWA EAL/D Hub.
- 1.2 Continue to support staff professional growth via the coaching model and peer to peer feedback. To develop the sharing of best practice amongst staff using the AITSL professional standards (QCS 305) and student to teacher feedback via Pivot.
- 1.3 Encourage a culture of learning endeavor for the students, whilst embedding the General Capabilities as outlined in the Western Australian Curriculum.
- 1.4 Continue the Collaborative Learning Project work (QCS 302).
- 1.5 Develop the Year 10 VET pathway (QCS 201).
- 1.6 ACE program developed to allow students to access other specialist programs at the College plus the ACE program.
- 1.7 Develop a Vision for Learning in line with CEWA VFL.

EVANGELISATION PLAN

For students:

- Pastoral care programs
- Grief and Loss program
- Christian Service Learning program
- Recognition of significant people in our Aranmore history
- Liturgical singing
- Weekly Gospel reading and reflection

ASIP

Focus Area: Learning

- Develop a VFL
- Development of OneNote across all Year 7 classes

Aboriginal Education Plan

Focus Area: Learning

- Use data to inform, monitor and report on progress
- Continue to implement PLP's for all Aboriginal Students
- Ensure Aboriginal students are 'work ready'
- Develop engagement with parents

Part E (Chapter 7. Standard of Education)

Focus for 2021:

- *Collaborative Learning project development and continuation*
(QCS 307: Differentiated Teaching and Learning) (QCS 302: Analysis and Discussion of Data) (QCS303: A Culture that Promotes Learning)
- *Child Safety*
- *Teaching and Learning*
(QCS 308: Effective Pedagogical Practices)
- *Staff Professional Development*
(QCS 401: Staff Well-being)
- *Review and development of project-based learning (PBL)*
(QCS 303: A Culture that Promotes Learning) (QCS304: Targeted use of School Resources) (QCS304: Targeted use of School Resources)
- *Literacy and Numeracy*
(QCS 306: Systematic Curriculum Delivery)
(QCS304: Targeted use of School Resources)
- *Implementation of the Aboriginal Education Plan*
(QCS 402: Pastoral Care of Students) (QCS303: A culture that promotes Learning)
- *Vision for Learning*

Part F (Chapter 7. Standard of Education)

1. How, when and by whom the analysis of student learning is undertaken

Analysis of student learning occurs regularly throughout the academic year in the following formats:

- *Analysis of WACE achievement data at the start of Term 1 – Exec and HoLA ([LINK](#))*
 - *Analysis of NAPLAN data in Term 3 for Year 7 and 9, shared with staff and Board. Data available on College Share Point ([LINK](#))*
 - *Analysis of PAT testing data at the start and conclusion of Year 7*
 - *Data Walls across Years 7-9 – regularly reviewed by staff in PD time*
 - *Year 12 OLN data wall*
 - *Review of Year 11/12 students regularly throughout the year to identify issues*
 - *BRLA – analysis and reporting to Combined Council via HoLA RE*
 - *Analysis of OLN data after each testing period*
 - *Learning Walks and the ‘5 Key Questions’*
 - *DoS analyses student attendance and behaviour data*
 - *Case management meetings*
2. What teaching practices, strategies, resources and programs **are working and need to be maintained**
 - *Data Walls across Years 7-9*
 - *Learning Walks*
 - *Growth Coaching*
 - *Case-Management meetings*
 - *Sharing of learning intentions and success criteria in lessons*
 - *Use of the ‘5 key questions’ from CLP*
 - *Learning Support cross-curricular working party*
 - *Year 10 WPL program*
 - *Introduction and development of OneNote across all learning Areas in Year 7*
 3. What teaching practices, strategies, resources and programs **are not working and need to be modified**
 - *Learning Walks – developed to include all staff*
 - *Case-management meetings for ‘anomaly’ students (a student whose national testing data does not match their school report data) and not just those who are support students*
 - *Project Based Learning in Year 7 and 8 at the end of the year to have an increased Learning Area focus*
 - *Continue to develop PBL in lesson time*
 - *Implementation of OneNote with staff and students to assist in teaching*
 4. Catering for individual needs (differentiation/intervention) What teaching practices, programmes, strategies and resources cater for individual and targeted learning of *students*; this should also include **what is working and needs to be maintained** and **what is not working and needs to be modified** e.g. Aboriginal, English as an Additional Language or Dialect, special needs, gifted and talented and at-risk students
 - *Learning to Learn program for all Year 7 students - working*
 - *ACE program in Years 7, 8, 9 and 10 – Academic Curriculum Extension - working*
 - *EaLD classes across Years 7-12 - working*
 - *Intensive English Centre - working*

- *Passport to Success*
- *Development of the Pastoral Care program*
- *Learning Support – developing area in the College, we have excellent structures in place, staff require professional development in how to support students in the classroom to greater effect.*
- *SWD – working through the new funding model to ensure ALL student needs are being met*

Appendices

It is recommended that schools use current documents to support the review and development of the annual Curriculum Plan.

Appendices to accompany the Curriculum Plan:

- Assessment and reporting policy
- Assessment schedule
- Teaching and learning policy
- Other relevant documents