



ST CLARE'S CURRICULUM PLAN

Version: 2016

Review: 2017

Curriculum is “dynamic and includes all the learning experiences provided for the student. It encompasses the learning environment, teaching methods, the resources provided for learning, the systems of assessment, the school ethos and the ways in which students and staff behave towards one another. All of these provide experiences from which students learn. Together, they add meaning, purpose and enjoyment to students’ lives. (Curriculum Framework p.16).

In addition, the curriculum of a Catholic school is concerned with students’ integrated development as Christian persons – as responsible, inner-directed individuals of Christian virtue, capable of free choice and making value judgements enlightened by informed Christian conscience. Catholic schools seek to help students ‘develop a total commitment to Christ’ (Mandate p.7).

The Catholic Curriculum

The Catholic education curriculum shall help students to discover which values are absolute and deepen their understanding of these values through critical reflection and application (Mandate, para 69). Religious Education is the first learning area in the Catholic school curriculum.

St Clare’s School

St Clare’s is a Catholic secondary school located in Lathlain for girls in Years 8—12. As a CARE (Curriculum and Re-engagement) school St Clare’s aims to provide a caring, safe and flexible school environment for girls who may find mainstream school situations difficult.

St Clare’s School works to encourage students to accept responsibility for their actions and their education, so that they can learn to self-manage and become contributors to their communities and agents of change in their own lives.

Girls of secondary school age from any part of the metropolitan area are eligible to go to St Clare’s if they are experiencing school related difficulties. These can result from:

- Poor attendance record
- Unsatisfactory progress at school due to dysfunctional family/social issues
- Poor self esteem
- Difficulty in establishing relationships with peers
- Mental health issues

Due to the specific needs of the students and the physical environment of the school there is a maximum enrolment in the low thirties for the whole school with class sizes limited to under ten students per year group. In order to provide optimum education and pastoral care each student is placed on either an Individual Education Plan or a Curriculum Access Plan.

Mission Statement

Following the example of Christ, the Good Shepherd, St Clare’s School recognises the value and dignity of each student and provides a supportive educational environment for girls whose previous school environment has become unsuited to their needs.

As a Catholic school, St Clare's forms part of the reconciling and welfare work of the Church. As an apostolic work of the Sisters of the Good Shepherd, the community of St Clare's carries forward the spirit and traditions of the Sisters of The Good Shepherd.

St Clare's School is committed to bringing to the wider community a greater understanding of the demands of social justice and compassion for those persons disadvantaged by injustice. St Clare's strives to bring about that reconciliation which is at the heart of the Gospel message.

St Clare's Values

The St Clare's values help to support our mission and guide us in our daily school life:

C—We CARE about ourselves and others

A—We AIM high in our ACADEMIC WORK—we can ACHIEVE

R—We value RESPONSIBILITY and RESPECT

E—We are ENGAGED positively in school life

St Clare's staff have undergone relevant professional development in protective behaviours to ensure that the school is a safe learning environment. A partnership with the Australian Childhood Foundation has enabled staff to incorporate trauma informed strategies into the school curriculum to ensure a therapeutic and flexible learning environment.

Aboriginal Education

Aboriginal students at St Clare's are provided with educational experiences comparable to all Australians and are encouraged to maintain and celebrate their cultural identity. St Clare's is committed to increasing knowledge and understanding of the histories, cultures and experience of Aboriginal people as the first peoples of Australia.

Teaching Team

The Teaching Team is comprised of teachers and teachers' assistants. Every member of the team is involved in a number of curriculum areas and where possible, these areas are best suited to their skills and training. The teaching team differentiate the curriculum and their teaching styles to ensure each student in their class has the best opportunity to learn.

The Teaching Team is encouraged to participate in professional development opportunities which focus on their subject area or on the profession of teaching. Various professional development opportunities are also offered by the school as the need arises.

The Teaching Team participates in a Professional Learning Pathway review which is aligned to the AITSL Teaching Standards. This review encourages the teachers to reflect on their performance and also future goals in line with the Standards. This review is also an opportunity for teachers to make requests and suggestions for the future.

Student Support Team

The Student Support Team is coordinated by the Psychologist and is comprised of the Youth Worker, Counsellor, Teacher /Youth Worker always ensuring there is representative of the Teaching Team. The Student Support Team promotes and monitors attendance and engagement and also provides

counselling to enable the best possible learning to take place. The Student Support Team uses proactive strategies to motivate and engage students into the life of the school. The Student Support Team also strengthens the link between home and school and also to outside agencies and community services. An important Student Support Team goal is to optimise links for student engagement, promote self-determination and independence.

Professional Development

Professional Development opportunities are presented to all staff at Staff Meetings and staff are encouraged to participate to ensure their professional standards are current and their interests are met. All staff are encouraged to attend network meetings and form mutually beneficial relationships with other schools and agencies. Moderation also provides valuable professional development opportunities. Teachers are supported to meet the TRBWA requirements and the Student Support Team is provided with the opportunity for supervision.

Individual Education

Each student has an individual education plan (IEP) or Curriculum Access Plan (CAP) which includes:

- Attendance Plan
- Care/risk management Plan
- student goals, strengths and challenges
- individual Teaching Strategies
- curriculum adjustments
- environmental adjustments
- information on Assessments
- teacher subject reviews
- external support offered as required

The IEPs are formulated on enrolment and updated in Term One and/or in Term Two at the student reviews with input from the student, parent/guardian, teacher representative and principal. Up-date meetings are held as needed to ensure each IEP is reflective of students' changing circumstances.

In Term Three Year Ten students are given extensive course counselling to ensure the best possible pathways which are suited to their needs/capabilities and goals.

Curriculum

St Clare's complies with the implementation of the Western Australian curriculum and the overall curriculum is evaluated each year as part of the Annual School Improvement Plan to take into account the needs of the students and various skills of the teachers and staff. The curriculum is designed to:

- ensure each student has the opportunity to reach their potential
- provide opportunities for students to reflect on and participate in religious education and social justice areas
- motivate those students who have been disengaged from their education to re-engage
- provide opportunities for personal growth and reflection
- provide pathways for university, TAFE and or the workplace
- provide person centred planning for independent living
- focus on building literacy and numeracy capacity

Career Counselling and Course Selection Information

Beginning in Year Nine and as a focus in Term Three Year Ten, students are given extensive career counselling and course selection to ensure the best possible pathway which will enable them to achieve their WACE or WASSA and which is best suited to their needs/capabilities and goals. (This will continue into Year Eleven and Twelve with regular reviews and MAP strategies.) This involves:

- teachers conducting information and Q&A sessions about courses offered
- interest and aptitude testing
- course counselling – dedicated course/careers counsellor working with students
- traineeship opportunities
- TAFE counsellor presentations/open days
- presentations about university offerings/open days
- parent and student meetings with the Principal (and other if required) to choose pathways

2016 Curriculum:

Whole school

Due to the vulnerable lifestyle of many of the students a coordinated approach to drug and sexual health, social media and nutrition issues will be covered in:

- Year Eight Nine and Ten Health classes
- Girls With a Purpose lessons
- guest speakers
- Group sessions
- Information Technology classes
- Year Ten and Eleven Psychology
- Food, Science and Technology
- Café

Year Eight, Nine and Ten

St Clare's offers the Western Australian Curriculum in Years Eight, Nine and Ten and the lessons contain a variety of learning activities to engage our students in interesting and practical ways. All subject, course and certificate programs are stored on shared drive and will be published on SEQTA.

The subjects offered in Years Eight, Nine and Ten for 2016 include:

English	Health	Certificate I Business
Mathematics	Virtual Italy	Certificate I Work Preparation
Humanities & Social Sciences	Girls With a Purpose	Practical 1 Art
Science	Literacy	Practical 2 Café
Religious Education	Information Technology	Sport and Walking

The students have the benefit of regular activities which are designed to improve social skills as part of the weekly Student Meeting and Group.

Year Eleven and Twelve

Comprehensive Course Selection and Careers Counselling will be undertaken with all the students and their parents/carers to determine the most appropriate study pathway for each girl before they enter Year Eleven.

Courses and Certificate Courses are offered in Years 11-12 to prepare students for WACE Graduation and or WASSA. In 2016 girls who wish to take ATAR English in Year Eleven can do so at St Clare's, however other ATAR Courses are undertaken through the Schools of Isolated and Distance Education (SIDE). Students studying at SIDE will be assisted by St Clare's teachers and also take at least one Course of Study or Certificate Course through St Clare's.

The Certificate Courses and General Courses prepare students for TAFE, for bridging courses to university or for the workplace.

Year Eleven	Year Twelve
Religious Education (St Clare's)	Religious Education (St Clare's)
English General & ATAR	English General (St Clare's) & ATAR (SIDE)
Mathematics Essential	Mathematics Essential & ATAR (SIDE)
Children Family and the Community General	Children Family and the Community General
Health Studies General	Health Studies General
Food Science & Technology General	Food Science & Technology General
Psychology General	Human Biology General (SIDE)
Human Biology General & ATAR (SIDE)	Visual Art General
Visual Art General	Certificate I ICT
Certificate II Business	Certificate II Business
Certificate II Community Services (Child Services)	Certificate II Foundation Skills
Certificate II Foundation Skills	

Beyond School

In 2016 students will be offered the chance to participating in MAPing their future. MAP – My Action Plan will be a comprehensive, individual transition plan for the students as they prepare for independent living and will include:

- transition to adult life
- enhancing employability skills. Eg. barista course
- excursions to tertiary institutions.
- familiarisation visits to institutions e.g. Bank, Medicare etc.

The education offered at St Clare's is designed to prepare each student for options for further education, employment and for life.

Data Analysis

OLNA and NAPLAN testing takes place at the prescribed times and teachers provide students with the opportunities to practice. Teachers are given diagnostic information from these tests to enable them to alter the curriculum if required.

AWE (Assessment of Wellbeing in Education) testing has been introduced this year and is conducted once a term to evaluate individual student wellbeing and the wellbeing of the cohort. This information will be used to inform and evaluate the pastoral and academic programs of the school and also implement individual and whole school strategies.

The Year Twelve Externally Set Task (EST) and moderation assist in analysing student progress.

Culture of Learning

Current academic research states that feedback has a large part in improving student outcomes. Staff have presented and participated in a professional development session on feedback. In 2015 students were filmed giving their responses to the question: *how and what feedback assists their learning?* Staff have been encouraged to give informative, positive and timely feedback to the students.

In this film the students also talked about their different learning styles. Staff have been encouraged to use this information to inform their lesson planning. The focus of feedback will continue into 2016 together with a focus academic programs which include differentiation and an appropriate variety of engaging activities and assessments according to Individual Education Plans.

In 2016 a homework club has been established on Monday and Wednesday afternoons for Year Eleven and Twelve students.

Study classes are now supervised by teachers and as far as practicable teachers will assist with the students studying their particular subject.

Engaging Students

The CARE School Values, the academic curriculum, pastoral care system and activities and the whole school ethos is centred on engaging students. Many of these students have not been positively engaged in school in the past or their current life situation is difficult and attendance at school has been interrupted. Encouraging attendance is imperative if the students are to access the programs offered by the school.

The Student Support Team actively encourages attendance through: bus pick-up, daily phone calls, texting, Facebook and support. SEQTA is used to monitor student attendance on a period by period basis as teachers mark students attendance in each class. Valuable attendance data can then be used to monitor and determine patterns.

Some students may not be able to attend the full day program or may wish to do extra work at home. In order to facilitate this SEQTA Learn will be connected in Term Two 2016 and this will enable students to view their academic program when they are not present at school. SEQTA Parents will also be introduced in Term Two and this will enable parents/guardians to view the academic programs

Evaluation – The future

The Professional Development Day in Term Two will be used to evaluate the curriculum and plan for the following year. During this time the option of seeking evaluation of academic programs from students was discussed. Exit interviews for Year Twelve students would be valuable.

This will also inform the Course Counselling in Term Three for the Year Ten students and the timetable of curriculum offerings for the following year. Student input into Course selection booklet. The focus for improvement will also be identified and strategies for implementation will be discussed.

CURRICULUM PLANNER

TERM ONE

- IEPs for newly enrolled students
- AWE Testing
- Compass Testing
- OLN A Testing
- Census
- Upload programs to SCSA
- Syllabus delivery Audit SCSA

TERM TWO

- Student Reviews
- IEPs updated
- Teacher and Staff Reviews
- NAPLAN Testing
- Curriculum Planning and improvement focus identified
- AWE Testing
- Semester One Reports

TERM THREE

- Year Ten Course Counselling
- AWE Testing
- OLN A Testing
- Timetabling to commence
- Census

TERM FOUR

- Curriculum Planning for next year
- AWE Testing
- Guest enrolments for next year's students
- Semester Two Reports
- Timetabling to continue