

ST ANTHONY'S CATHOLIC SCHOOL ALEXANDRA HILLS KEY LEARNING AREAS POLICY

RATIONALE

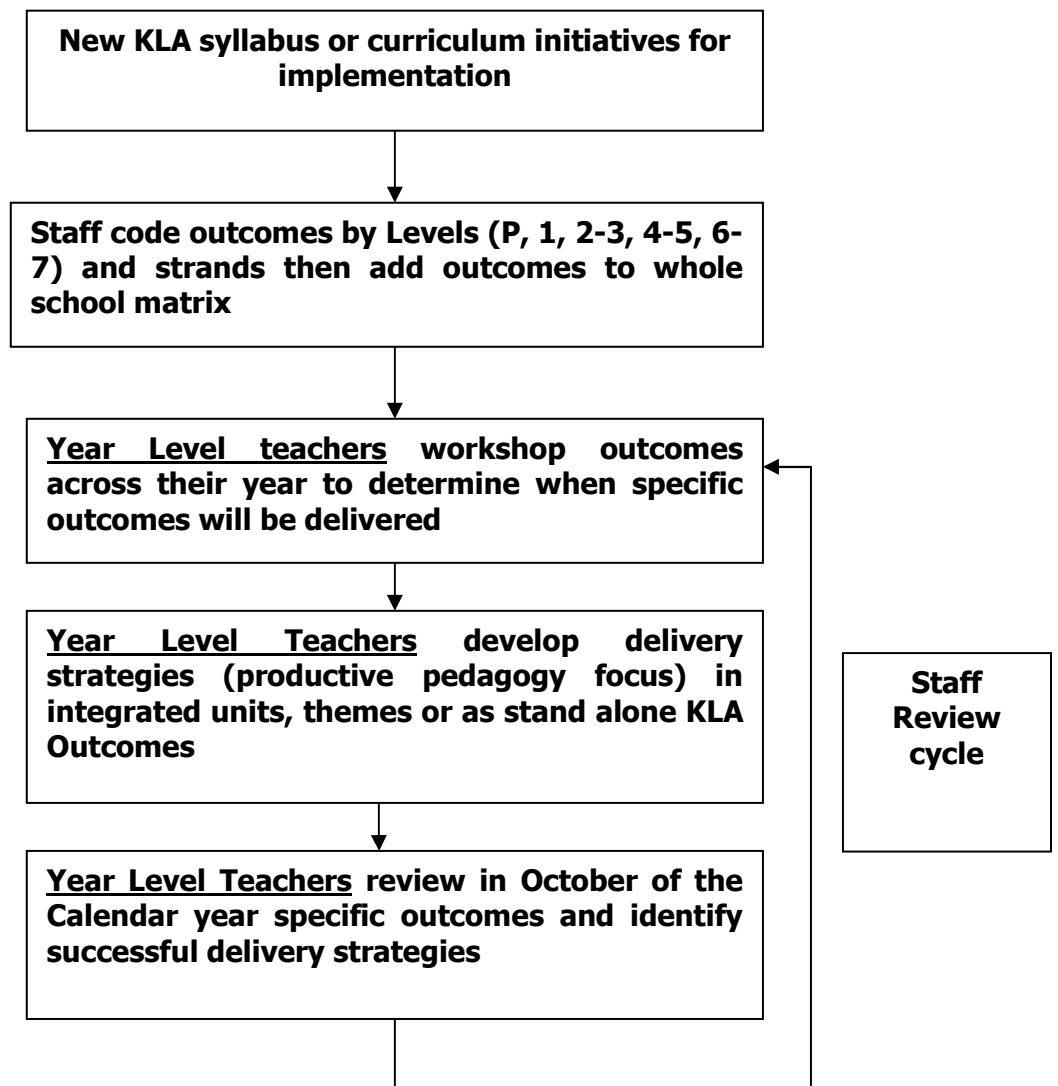
The development of a consistent model for implementing KLA syllabi will provide teaching staff with the School Renewal Life Long Learners Framework necessary to align outcomes syllabi with St Anthony's broad framework planning. It is important to acknowledge that the model serves to identify outcomes delivered across year levels and at particular time junctures

It is the responsibility of teaching staff to ensure that students are given the opportunity to demonstrate outcomes in the year level organisation of the Key Learning Areas.

School-wide outcomes planning commenced in 2002 and as a result the process provided the teachers with a guide to planning with a list of year level outcomes. Teachers choose to deliver outcomes in themes, integrated units or in Key Learning Area's to best meet the learning styles of their students and their preferred style of curriculum delivery.

Each Term Year Levels have the opportunity to plan with their colleagues In addition time is provided for the specialist and teachers work together on Connected Curriculum each alternate week.

MODEL



2002-2006 KLA POLICY

KLA	RATIONALE	STAGE OF IMPLEMENTATION
RELIGIOUS EDUCATION	<p>Every person is created in the image and likeness of God. Every person is naturally spiritual. Life for many, is a search for meaning to understand self, others, purpose in life and the transcendent.</p> <ul style="list-style-type: none"> ○ Every person is a life long learner ○ Every person is in some respect like all others, like some others and like no others ○ The person of Jesus gives meaning to life and learning ○ The values tradition, dignity and justice for each person – underpin all concepts ○ Catholic Christian community . * Creativity Stewardship * A mutual accountability 	<ul style="list-style-type: none"> ○ Units written using models and outcomes by staff. ○ In-service by APRE and BCE. 2003
ENGLISH	<p>New English Syllabus</p> <ul style="list-style-type: none"> ○ Describes the nature of the English key learning area ○ Indicates its contribution to the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective and other curricular considerations of work education ○ Describes the characteristics of learnings and assumptions about learning in the English key learning area ○ Outlines equity considerations 	<ul style="list-style-type: none"> ○ School Program written. Literacy blocks given priority ○ Trialling areas in English - 2005
HPE	<p>Reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australia society.</p> <ul style="list-style-type: none"> ○ Provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their society, cultural and physical environments in the pursuit of good health. ○ Offers opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about; <ol style="list-style-type: none"> 1. Promoting the health of individuals and communities 2. Developing concepts and skills for physical activity 3. Enhancing personal development. 	<ul style="list-style-type: none"> ○ Appropriate staff in-serviced in HEALTH ○ Health Lessons implemented
LOTE	<ul style="list-style-type: none"> ○ The nature of the LOTE key learning area is:- ○ The contribution of the key learning area to lifelong learning ○ The cross-curricular priorities ○ Understanding about learners and learning 	<ul style="list-style-type: none"> ○ Appropriate staff in-serviced in 2003, 2004 and 2005
MATHS	<ul style="list-style-type: none"> ○ Describes the nature of Mathematics and indicates its content to the values attributes of a life long learner. ○ Describes contributions to the cross-curriculum priorities of literacy and numeracy lifeskills and a futures perspective and other curriculum considerations of education ○ Describes the characteristics of learners and assumptions about learning in Mathematics and equity considerations ○ Highlights how mathematics assists individuals to make learning part of their world ○ Emphasises the need to provide opportunities for thinking, reasoning, working mathematically ○ Promotes the development of mathematical knowledge through “knowing about” “knowing how to do” “knowing when and where to use maths” 	<ul style="list-style-type: none"> ○ Staff to be prepared for new curriculum ○ Familiarisation process beginning Semester 2 2005 ○ Staff planning some outcomes in planning 2005

SCIENCE	<ul style="list-style-type: none"> ○ Humans are innately curious about their world. ○ Science is a 'way of knowing' is used by people to explore and explain experiences of phenomena of the universe. ○ It is a process for constructing new knowledge. Science is part of human quest for understanding and wisdom and reflects human wonder about the world. ○ Scientific knowledge is a set of explanations, made by communities of scientists which attempts to account for phenomena and experiences ○ Working scientifically - Teachers and students working together 	<ul style="list-style-type: none"> ○ Staff in- service in 2002 ○ Science modules used for connected curriculum planning 2003 - 2005
SOSE	<ul style="list-style-type: none"> ○ Centres on human fascination with the way people interact with each other and with environments. ○ Involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic future visions. Encourages students to be active participants in the world ○ Students develop abilities to reflect on the values of democratic process, social justice, economic and ecological sustainability and peace to make decisions about issues related to societies and environments 	<ul style="list-style-type: none"> ○ CST in-serviced staff in 2003
TECHNOLOGY	<p>Technology rises from the desire to extend individual and collective human capabilities.</p> <ul style="list-style-type: none"> ○ People everywhere have always used their ingenuity to create new or improved technology that meets their needs and wants and enhances their physical, emotional and social wellbeing. ○ There is a relationship between people's values and beliefs and are influenced by technology and its impacts on individuals, societies and environments. 	<ul style="list-style-type: none"> ○ LST and Technology Teacher staff in-service 2004 ○ Specialist teachers using modules and outcomes in their planning ○ Class teachers use outcomes in connected curriculum units
THE ARTS	<p>The Arts key learning area encompasses those artistic pursuits that express and communicate what it is to be human through Dance, Drama, Media, Music and Visual Arts.</p> <ul style="list-style-type: none"> ○ Through these five distinct and separate disciplines, we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations. ○ The arts, separately and collectively, can balance and enrich student experience by fostering unique and significant skills and understandings. These are transferable to other areas of learning. ○ The arts are significant aspects of everyday life. People interact with them regularly as individuals and as members of communities. ○ The arts influence decisions and choices made every day about such things as our clothing and appearance, our natural and built surroundings, music, television programs and movies. The arts entertain, record events, promote ideas, provoke responses and stimulate discussion. ○ They provide opportunities for us to create, reflect, challenge, ritualise, critique, and celebrate. They also play important roles in expressing and sharing the vitality of cultures and communities, in constructing personal and cultural identities, and in transmitting values and ideas. 	<ul style="list-style-type: none"> ○ LST and Drama teacher in-serviced staff in 2003

