

SCHOOL CURRICULUM PROFILE



Parafield Gardens High School

School purpose statement

[Quality Learning, Quality Futures]

School curriculum profile

This document describes the school's approach to curriculum. It reflects current practice and outlines the school's purposeful approach to curriculum implementation to ensure all students access the full Australian Curriculum. It provides staff, families, and the community with a broad overview of a coordinated and consistent curriculum approach.

This **school curriculum profile** articulates our curriculum delivery structures. It outlines the interplay between people, time and place to best meet our students' learning needs. It provides clear curriculum direction focusing on student learning outcomes. This profile creates a shared understanding of curriculum implementation to guide:

- **planning** the curriculum
- **resourcing** the curriculum
- **assessing** learning across the curriculum
- **improving** curriculum delivery.

Planning the curriculum

To meet the diverse needs of our unique school context and community, we take the following approaches to implement the Australian Curriculum learning areas, general capabilities and cross-curriculum priorities for all learners.

PLANNING	Strategies and practices
Curriculum leadership	<p>Learning area coordinators for Humanities and Social Sciences (HASS)/Research Project/Personal Learning Plan, English, Technologies, Health and Physical Education (HPE), Science, Digital Technologies, Maths, Languages/English as an additional Language or Dialect (EALD), Arts</p> <p>Curriculum leaders line managed by Deputy Principal</p> <p>School wide Curriculum oversight - Deputy Principal</p>
Planning expectations	<p>Teachers are using data to inform their learning design.</p> <p>All subjects have scope and sequence aligned to Australian Curriculum (yr7-10) or South Australian Certificate of Education (SACE) (yr10-12)</p> <p>All subjects have Curriculum Maps and/or Learning and Assessment Plans (LAPs) on DayMap</p> <p>Use of Google classroom as a virtual classroom for students to access learning and for formative assessment.</p> <p>Use of Daymap for summative assessment and reporting, communication to parents/students</p> <p>All learning resources and assessment tasks are collaboratively designed and available for use within the team. Google Drive is used as the place to store shared resources.</p> <p>All teachers use at least one “Before, During, After’ Reading strategy per term, per class.</p>
Specialist teachers	<p>Every learning area has specialist teachers that are trained and have experience in teaching the learning area.</p> <p>Specialist Language teachers for German and Japanese</p> <p>Specialist HPE staff for Specialist Soccer</p> <p>Specialist Arts staff for delivery of music program, specialist dance program, drama and visual arts</p> <p>Specialist Technology staff for design and digital technologies, and food technologies</p>
Planning for learning differentiation	<p>Teachers have access to a range of data sets through DayMap including PAT Maths/Reading, NAPLAN, LEAP, attendance, Behaviour Incident Reports, One Plans.</p> <p>Teachers use the Learning Design template to plan for differentiation.</p> <p>Learning Area teams have regular planning time including faculty meetings and release time for planning.</p> <p>A range of school staff can support teachers in meeting the needs of a diverse group of students including Inclusive Education Senior leader and team, EALD Senior leader and multicultural team (including Bilingual SSOs and Community Liaison Officers), Wellbeing Senior Leader and wellbeing team. Learning Community Managers also work directly with students to support their learning and wellbeing.</p>

Learning support intervention

Students in Year 7 and 8 have targeted literacy intervention classes if they are identified as below Standard of Educational Achievement (SEA) or through other relevant literacy data/screening.

All students with Inclusive Education Support Program (IESP) funding have targeted support with their learning provided by the Curriculum Support Staff.

Additional learning interventions include

- ATSI Literacy and Numeracy intervention
- Year 12 Interventions
- PLUS Alternative Learning
- Learning Hub
- SACE Intensive Bootcamps
- International Program
- Intensive Secondary English Course

The school employs 5 x Learning Community Managers, 1x speech pathologist, 4 x youth workers, 2 x counsellors, 1 x pastoral care worker, 1 x Bilingual SSO, 1 x Aboriginal Community Education Officer to support whole school interventions.

Timetable

		MONDAY			TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:40-8:50		HOME GROUP		8:40-8:50	HOME GROUP		HOME GROUP		HOME GROUP		HOME GROUP	
Lesson 1 8:50-10:10	80	1	1A 1B	Lesson 1 8:50-10:10	80	5	5A	2	2B	6	6B	HG
Lesson 2 10:10-11:30	80	2	2A 2B	Lesson 2 10:10-11:30	80	4	4A	3	3A	1	1B	5 5A 5B
11:30-12:00	30	RECESS		11:30-12:00	30	RECESS		RECESS		RECESS		
Lesson 3 12:1-20	80	3	3A 3B	Lesson 3 12:00-1:20	80	6	6A	4	4B	3	3B	4 4A 4B
1:20-1:50	30	LUNCH		1:20-1:50	30	LUNCH		LUNCH		LUNCH		
Lesson 4 1:50-2:20	30	HG		Lesson 4 1:50-3:10	80	1	1A	5	5B	2	2A	6 6A 6B

110 minutes of Home Group per week every year level

Year 7 and 8

- Specialist subjects 1x 40 + 1 x 80 minute lesson (120 minutes) HPE, Arts, Languages, Design & Technology full year. This meets curriculum minutes 120 minutes per week for the year
- Year 7 and 8 - 1 line Maths, HASS, Science, English
- 480 minutes English/HASS
- 480 minutes Maths/Science

Year 9-12

- 3 X 80 minute lessons for all subjects
- 6 subjects per semester

<p>Curriculum planning</p>	<p>Students in Year 7-9 are part of the middle school. Students in middle school are taught Maths/Science and English/HASS by the same teacher. One of these teachers is also the home group teacher.</p> <p>Year 7 - 10 students meet all the requirements of the Australian Curriculum.</p> <p>Year 7 and 8 students have a choice of languages - Japanese/German. The rest of their learning program gives them a broad exposure to all learning areas.</p> <p>Year 9 and 10 students must study English, History, Science, Maths, HPE. They have choices for Technologies, Arts, and Languages.</p> <p>Year 10 students must also study Personal Learning Plan for SACE.</p> <p>Year 11 students study English, Maths and Research Practices/Project for a whole year. Students can choose a range of options across all learning areas for the rest of their timetable.</p> <p>Year 12 students choose 4 full year subjects.</p> <p>SAASTA Connect and SAASTA are available for ATSI students. School of Languages options available.</p>
<p>Family engagement</p>	<p>The school has a range of ways they engage with families on a regular basis. These include</p> <ul style="list-style-type: none"> Governing Council Parents & Friends committee CLOs available for EALD families Community groups Open nights/days Learner profile interviews ATSI Parent/Carer night Homestay International DayMap Parent portal Translation of key school information into 3 main languages Regular parent communication through Text messages, Newsletter, Social media, School website, Career info website Tuesday Parent Sessions for EALD Get to know meet & greet – Multicultural evenings

Resourcing the curriculum

Resources are annually reviewed and prioritised to create and sustain a student-centered learning environment. The following resources support curriculum implementation.

RESOURCING	Strategies and practices
<p>Curriculum leadership</p>	<p>All learning areas have leadership allocated. Additional roles for site improvement priorities are allocated to a range of leaders (including whole school literacy and whole school numeracy) and a range of extra responsibilities that attract time release.</p> <p>The school leadership team consists of</p> <ul style="list-style-type: none"> ● Principal ● 1 Deputy Principal ● 6 B3 leaders responsible for Inclusive Education, Wellbeing, EALD/International, SACE, Timetable/Daily Operations, Systems & Structures ● 1 B2 Behaviour Coach ● 1 B2 Transition/Yr 7 into HS ● B1 Leaders including 6 Learning Area Coordinators, 4 Learning Community Managers, and 1 B1 Daily Operations ● SSO 5 Business Manager ● SSO 4 ICT Manager ● SSO 3 Principal's Assistant, Finance Officer, Library Manager, Aboriginal Education Officer, 4x Youth Workers, Daily Operations ● SSO 2/1 Administration and Classroom Support roles <p>Key focus areas: Growth coaching as part of Professional Development Plan (PDP) process, Restorative practices</p>
<p>Teachers and learning support staff</p>	<p>There are 89 teachers including 10 in the early years of their career and 33 Step 9 teachers.</p> <p>Teachers working in their learning area teams to plan and design learning.</p> <p>There are 30 support staff employed to support teaching and learning across the school. This includes youth workers, admin staff, front office/student services staff, grounds staff, counsellors, BSSO, finance.</p>
<p>Staff meeting structure</p>	<p>2.30 – 4.30 on Monday afternoons – 1 Hour faculty planning time and 1 hour whole school focus linked to site improvement priorities.</p> <p>Whole school professional learning focus: Restorative Practices, Growth Coaching, Data informed learning design.</p> <p>Planning teams released throughout the term as required</p>

Class structures	Middle school (7-9) classes are grouped based on home group. Each homegroup has the same Maths/Science and English/HASS teacher. Specialist subjects are taught by specialist teachers in homegroup or combined homegroup classes. Year 10-12 classes based on student pathway.
Learning spaces	C Floor, B Floor, A Floor. Specialist learning areas including STEM labs, Performing arts, Gym/Oval/Outdoor Cola, Food Technology kitchens and Design and Digital Technology spaces
Learning resources	Students have 1:1 Chromebooks and Google suite access. This is school funded. Robust technology, site-wide Internet access support learners to access technology for learning in and outside of school Students use Google Classroom and DayMap to access their learning resources. Specialist Computer labs are also available. Hard copy and digital texts as required for each learning area. Trade training center.

Assessing learning across the curriculum

Systematic assessment informs teaching and learning improvement.

ASSESSING	Strategies and practices
Evidence of learning	<p>All teachers embed formative assessment and regularly monitor learning progress, identifying gaps to provide appropriate learning intervention. Leaders analyse student data every 5 weeks to identify students at risk and work with their teachers to improve student learning outcomes.</p> <p>Quality, growth oriented feedback against success criteria provide students with next steps for learning.</p> <p>Summative assessment includes assessment tasks aligned to the Australian Curriculum achievement standards or SACE performance standards and form the basis of student grades. Teachers are able to provide a holistic on balance grade for each student.</p> <p>Teachers collaboratively moderate assessment tasks and student results for consistent grading against the Australian Curriculum achievement standards and SACE performance standards.</p>
State and national	<p>NAPLAN - Year 7 and 9</p> <p>PAT Reading and PAT Maths - Year 7-10</p> <p>LEAP levels for all EALD students</p> <p>A- E Grade Collection against Australian Curriculum Year 7-10</p> <p>A+-E- Grade collection against SACE Year 10-12</p>

School-based	Literacy Screening - Celf 5 Attendance GPA
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Improving curriculum delivery

Maintaining high expectations for improving teaching and learning includes consistent and accessible curriculum documentation.

IMPROVING	Strategies and practices
Curriculum planning review	Learning area plans reviewed annually. Scope and Sequence against Australian Curriculum reviewed annually. Teams analyse student data, identifying success and areas for improvement at least once per term Whole School Curriculum Review conducted in 2021
Pedagogical focus	High-impact strategies: <ul style="list-style-type: none"> ● clear learning intentions and success criteria ● Before, during, after reading strategy ● data informed learning design ● Pedagogy Agreement
Professional learning	Whole school professional learning focus: Restorative Practices, Growth Coaching, Data informed learning design. Targeted individual or small group professional learning as is relevant to their role.
Community engagement	Parent feedback is regularly sought to support school wide directions.
School improvement goals	Goal 1: increase student achievement in reading Goal 2: increase student capacity to analyse and evaluate See Site Improvement Plan for more information.

last updated: August, 2021