



## Class Structure 2017

The Priorities of the Site Learning Plan for 2017 will remain the same as this year and include:

- Literacy
- Numeracy
- Pedagogy (teaching methodology and STEM)
- Wellbeing

As part of these Priorities we are implementing a focus on three specific structural aspects of our work:

- Teachers teaching in teams
- Specialist learning area teachers across the primary years
- Cross Curricular learning that engages STEM principles
- Learning and assessment design through collaborative moderation

The class structure emanating from these focus areas will be:

### **In the Junior School**

*Junior Primary - Two R/1 classes and a Year 1/2 class*

Rationale: The single Reception intake has increased the age difference and developmental levels between students starting school. Early Childhood Education philosophies will underpin how the Junior Primary classes operate. The two R/1 classes will function jointly in an open learning environment where students' learning will be individually tailored to their appropriate developmental level.

Although the Year 1/2 class will function independently, all three teachers will plan learning together and the Year 1/2 teacher will undertake leadership responsibilities in areas of the R/1 program.

Students in Junior Primary will have specialist teachers delivering Humanities and Social Sciences (HASS) and Indonesian Culture.

*Middle Primary - Year 2/3, Year 3/4, Year 4*

*Upper Primary - Year 5 and two Year 5/6 classes*

Rationale: Specialist learning area teachers will team teach across classes and/or have particular learning area responsibilities across Year levels, e.g. the same Mathematics teacher across Middle primary and Year 5, the same Health and PE (HPE), Humanities and Social Sciences (HASS) and Science teachers across Year 5 & 6.

The Australian Curriculum is placing increasing skill and knowledge demands on teachers and by limiting the number of learning areas teachers must plan for, we are able to increase their time commitment to specific learning areas.

Students in Middle Primary will have specialist teachers delivering Mathematics and Indonesian.

Students in Upper Primary will have specialist teachers delivering Indonesian and termly electives of Agriculture, PE, Food and Hospitality, and Art.



# MOUNT COMPASS AREA SCHOOL

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## **In the Middle School**

*Home groups - Year 7, Year 7/8, Year 8, Year 8/9 and Year 9 classes*

Rationale: The Middle School years are a time to get excited about learning and enjoy the passion and expertise that specialist teachers bring to all their subjects. The Middle School building, with its cooperative learning hub, provides opportunities to embrace the social aspects of adolescence.

Early adolescence is recognised as being a time of enormous physical and emotional change and students need opportunities to develop their sense of self, and build connections within their peers. Students are supported by the Middle School staff and coordinator having a constant presence in the cooperative learning hub. Pastoral Care lessons are undertaken daily by the Home Group teacher, to ensure students are supported and scaffolded for success each school day. A regular lunch time catch up will be run to support students with organisation as well as learning.

## **In the Senior School**

*Home groups- two Year 10, two Year 11 and one Year 12*

Rationale: The Senior School will continue to focus on pursuing academic excellence and providing alternative pathways for students to access VET courses aligned to their future career ambitions. Students interested in STEM careers (Science, Technology, Engineering and Maths) will engage in the Science and Maths at Flinders (SMAF) program with regular tutoring from Science staff at school. From Year 10 onwards, students have the choice of three different courses for Maths. Innovative Pathways, Indonesian and Agriculture have been introduced at Year 10. All students in Year 10 must complete the PLP (Personal Learning Plan) which will be completed in Home Group.

## **Summary**

Professional learning for staff in 2017 will focus around observation and feedback. Staff will be expected to observe across subschools and subject areas. Opportunities to visit other sites of best practice will also be accommodated.

The focus of our planning has been to more effectively utilise the opportunities that exist with accommodating students in an R-12 learning environment and promote teachers working in teams to develop more learning connections between the three designated sub-schools. The implementation of specialist learning area teachers is a commitment by our school to fulfil our core business of providing a learning environment that sets high standards and implements specific strategies to achieve these standards.

Kevin Mooney  
Principal  
19<sup>th</sup> December 2016