STUDENT OUTCOMES POLICY

PURPOSE

Monivae College promotes students' personal, academic and spiritual development so that the graduate of Monivae is a lifelong learner who is a competent, confident and compassionate citizen with spiritual awareness and the ability to lead.

Monivae College makes connections for and with the students through the curriculum, learning experiences, feedback, and teaching approaches so that students can develop as active and socially just citizens that integrate faith and life. Integral to improving student outcomes is learning and teaching, curriculum, assessment and reporting.

SCOPE

This policy applies to the whole Monivae College Community.

DEFINITIONS

The format is displayed as:

Key word/abbreviation	Definition
Visible Learning and Effective Teaching	Effective teaching reflects the commitment and determination of all staff to ensure that every student succeeds. It requires pedagogical practices that engage students in productive learning through quality differentiation and responsive teaching strategies. Visible Learning is an evidence-based approach towards education that focuses specifically on the elements of the teaching and learning process that have the greatest positive impact on student achievement. Learning is the outcome of effective teaching and support, combined with students' personal qualities including their attributes to work and school.
Curriculum	The curriculum sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. The curriculum is informed by state guidelines (Victorian Curriculum F-10 and Victorian Curriculum & Assessment Authority senior secondary curriculum – VCE & VCAL) and the local context of the school. The curriculum outlines a common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship. Curriculum is designed using the backwards design process of Understanding by Design (UbD) where teachers identify the desired results, determine the acceptable evidence and then plan the learning experiences and instruction.
Assessment for Learning	Assessment for Learning is the systematic process of collecting evidence about student learning and attainment. Assessment involves the interpretation of evidence observed by learners and their teachers in the context of course

	objectives (knowledge, skills and understandings) to determine where the learners are in their learning, where they need to go and how best to get there by determining areas for improvement.
Feedback	Feedback is the process of providing students with specific, timely, and constructive information about their learning progress and performance. It is designed to help students identify their strengths, areas for improvement, and strategies for further development. Effective feedback is tied to learning intentions, success criteria, and assessment rubrics, and is communicated through various means such as written comments, verbal discussion, and digital platforms.
Academic Integrity	Academic integrity refers to the commitment to uphold ethical standards in all aspects of academic work, including the completion of assessments, assignments, and examinations. It involves honesty, responsibility, and respect for the intellectual property of others, ensuring that all work submitted is the student's own and that sources are properly acknowledged.
Reporting	Reporting is the communication of students' progress and achievements. It is concerned with acknowledging students' learning and providing direction for improvement. Reporting aims to develop a partnership between students, teachers and parents based on shared expectations and understandings.
Inclusion	Inclusion means a commitment to delivering an educational program which ensures all students have access to quality learning that meets their diverse needs through quality differentiated teaching practices and suitable levels of adjustment. Inclusive practices are based around a fundamental belief that all students can learn and learn at different rates and in different ways.

POLICY STATEMENT

Monivae College implements this policy to ensure an inclusive and holistic Catholic education within in a safe environment that promotes improved outcomes for all students. The following principles underpin this policy:

Quality relationships between teacher and students, and amongst students themselves.
Positive relationships based on respect, care and genuine affection help build a supportive classroom community where individuals feel safe enough to respect the opinions and feelings of others, and to challenge themselves.

A classroom atmosphere that is characterised by interest, challenge and high expectations that are developmentally appropriate.
Learning occurs when students respond to challenges to question existing ideas, to research, to go beyond their present understanding and to develop new skills in a classroom that is both supportive and productive. Teachers consistently challenge students through high expectations for learning as well as social behaviours.

Flexible teaching approaches designed to respond to individual differences in students' needs, abilities, interests and learning styles.

Students develop at different rates, come from diverse social, cultural and domestic backgrounds, and have different abilities, personal traits and preferred learning styles. Student learning is at the centre of curriculum design, learning and teaching strategies, learning pathways and resource allocation including development of partnerships with external providers.

A variety of approaches and intervention strategies maximise opportunities to capitalise on this rich diversity. These include intervention strategies, students working effectively in teams and using technologies to link learning to the wider global community.

High quality teaching and learning experiences support students to be able to lead successful and positive futures.

The encouragement of students to engage in independent planning, higher order thinking and purposeful learning.
The more students take responsibility for their own learning, the more effective and meaningful this learning is likely to become. Inquiry-based learning that leads to rich dialogue and deep thinking is embedded into learning. Teachers take on different roles in the learning process such as moderator, instructor, collaborator and coach.

The active engagement of students in learning experiences that are purposeful and relevant.
Students are motivated and helped by having clear learning goals, assessment criteria and tools, regular feedback against milestones and standards and by participating in tasks that are relevant and make sense to them. Students have opportunities to provide input into goals and assessment tasks and reflection on their learning, setting and reviewing personal learning goals.

Students being encouraged to try new approaches and to solve problems in different ways.
Students' progress as learners by developing a range of thinking and learning styles which enable them to experience, apply and integrate different ways of knowing. This builds their capacity to challenge themselves in their learning growth and confidence as successful learners.

Genuine interest in and enthusiasm of the learning focus on the part of the teacher.
Students often take their cues from their teachers who in a number of ways, both overt and covert, define the significance of a subject or learning focus. Teachers demonstrate they are knowledgeable on the learning focus as well as collaborating with students to learn new knowledge, skills and capabilities.

Students being assisted to make connections between prior and new experiences and knowledge, and between different areas of knowledge.
Students develop intellectually by reconstructing mental frameworks to accommodate new experiences and concepts. Teachers implement strategies to gain insights into student prior knowledge and skills in order to maximize learning growth. Students need to see their development of knowledge, skills and capabilities as an integrated whole.

Critical reflection by the teacher on his or her teaching practice, and by the student on his or her progress in learning.
Learning is likely to be enhanced when teachers and students reflect on what is being taught and learnt, and the conditions that enhance or diminish the learning and teaching processes. Teachers collaborate regularly to analyse data to reflect and adjust teaching practice including feedback from students. Students benefit from regular teacher and peer feedback and structure processes to reflect on their learning.

Effective assessment and reporting of student progress.
Assessment is assisted through teachers engaging in regular and systematic professional collaboration of assessment tasks and moderation of teacher judgement. Students require explicit feedback on assessment tasks so that they gain insights into key areas for improvement. They benefit from assessment tasks at different levels of achievement (worked examples) for the same or similar tasks.

Assessment practices should uphold academic integrity, ensuring that student work represents their own efforts and abilities. Timely, specific, and constructive feedback is crucial for supporting student progress and achievement, helping students identify strengths and areas for improvement.

Reporting is an ongoing process that includes formal and informal processes that engage students and parents in student learning and progress. It assists in developing positive dialogue between teacher, student, and parent so that there is a clear understanding of a student's strengths, celebrations, and challenges in their learning journey, it provides insights as to the key steps for future growth. It creates a three-way partnership in student learning which assists in individual and school improvement.

Teachers undertake regular professional learning.
This includes responding to opportunities for spiritual reflection and growth as well as ongoing professional learning and development in learning and teaching including the methodologies of the relevant curriculum areas.

Teachers are actively involved in their learning supported by professional learning plans that includes whole school, team and individual professional learning so that they build their capacity to be leaders of learning and active reflectors of their own practice. They work in a culture of performance and development that is safe, caring, supportive and stimulating.

Their learning consistently builds high teacher capacity to meet and implement diocesan and government requirements as well as school and student context.

PROCESS

1. **Learning Environment**
   1.1. Class norms are developed to provide clear expectations and are consistent with the school's vision and mission and school rules.
   1.2. The classroom environment is organised to promote and encourage independent and further learning opportunities.
   1.3. Preserving the dignity of the individual and their wellbeing is at all times is a priority.
   1.4. Child safety and wellbeing policies and procedures are consistently implemented and monitored.
   1.5. Teacher talk is monitored to ensure maximum student voice and engagement.
   1.6. A culture that all learning is important and exciting is fostered throughout the school.
2. **Teaching and Learning**
   2.1. There is a clear expectation to deliver quality learning and teaching in all learning areas and to all students.
   2.2. Teaching strategies are evidence-based and are adjusted to take into account diverse learning needs and ways of learning.
   2.3. Explicit teaching is actively engaged at the point of need and teachers model points of learning using high quality examples.
   2.4. Student voice is encouraged, expected, extended and characterised by high quality interactions. It is considered in the implementation of learning and teaching strategies.

2.5. Well-framed questions are used to encourage deeper thinking in all learning areas and for all students.

2.6. There is a mixture of whole class, group and individual teaching sessions. All learning groups are fluid to promote inclusion.

2.7. Inquiry-based learning is fostered in designated subject times and in integrated curriculum units. It is important that this approach strengthens the methodology of the relevant subject area.

2.8. Lessons and units have a clear purpose, learning goal, success criteria and assessment rubric. A reflective plenary is incorporated at the end of learning sequences or unit.

2.9. Learning experiences are accessible, motivating and challenging for all students.

2.10. The learning is organised and facilitated to maximise student progress in the short term that leads to long-term high-quality outcomes.

2.11. The learning is active and not passive and students have appropriate time to engage in the learning experiences.

2.12. Connections are made to the learning using past learning and its relevance to the learner. This is supported through pre and post testing.

2.13. Feedback is embedded in teaching practice and includes peer and student feedback.

2.14. Three tiers of support and targeted intervention are provided to assist students (see section 6 - Inclusion).

3. Curriculum

3.1. A whole-school guaranteed and viable curriculum is implemented which is developmentally appropriate and consistent with diocesan and government requirements, the school context and the individual needs of students. It outlines student knowledge, skills and capabilities in the nine learning areas.

3.2. Curriculum is documented, planned and taught sequentially from the Victorian Curriculum F–10 and Awakenings at each year level for years 7 to 10. Year 11 and 12 subjects and programs are planned according to requirements of the Victorian Curriculum and Assessment Authority.

3.3. Curriculum planning involves four interrelated levels: by school; by curriculum area; by year level and; by learning unit (see Appendix A).

3.4. An overview of curriculum implementation that provides the allocation of times for each learning area is developed (see Appendix B).

3.5. Curriculum design commences with identifying desired student outcomes, moving to developing assessment tasks and then followed by authentic strategies through Understanding by Design principles.

3.6. Curriculum is adjusted to meet student needs and learning pathways (see also *Inclusion*).

3.7. Multiple learning areas are incorporated into a learning unit and supported through inquiry-based learning, where appropriate.

3.8. Development of conflict resolution and child safety strategies are integrated into the curriculum design.

4. Assessment

4.1. Assessment is integrated into learning activities of all students and therefore ongoing and not episodic.

4.2. Assessment assists in monitoring student progress and in extending learning within individual lessons and over time.

4.3. Formative and summative assessment tasks are varied to meet different student needs and engagement with criteria that have clear links to the learning goals and curriculum standards.

4.4. Pre and post testing are critical in measuring student progress and modifying student tasks.

4.5. Assessment criteria and rubric are provided for students to assist in understanding requirements and different levels of achievement. Feedback should be tied to the

learning intentions, success criteria, and assessment rubrics, providing clear guidance on strengths and areas for improvement.

4.6. Assessment tasks reflect developmentally appropriate curriculum and learning consistent with diocesan and government requirements, the local context, and the individual needs of students.

4.7. Students are involved in self, peer, and teacher assessment and gain prompt feedback to inform and improve their learning.

4.8. Teachers will provide feedback on assessed work within two weeks of submission, where practicable, to ensure students receive timely guidance to inform their learning progress.

4.9. Teaching teams regularly moderate specific assessment tasks and provide marked examples of level of achievement as part of this process.

4.10. Assessment data is analysed in team and staff meetings to inform the evaluation and subsequent modification of teaching and learning strategies for individual and groups of students.

4.11. The school implements an assessment schedule for analysing data using standardised testing (see Appendix C).

4.12. Anecdotal records, observation, and annotated student work samples are part of assessment data.

4.13. Cumulative student academic records are kept in the school's online data system for each student in all learning areas.

5. Academic Integrity

5.1. Monivae College is committed to upholding high standards of academic integrity. All student work must represent their own efforts and abilities.

5.2. Academic dishonesty, including plagiarism, cheating, and falsification and fabrication of data, will not be tolerated. Consequences for academic dishonesty will be implemented according to school policy.

5.3. The use of artificial intelligence (AI), such as ChatGPT, or other computer-generated content in student work is prohibited unless explicitly permitted and guided by the teacher for specific learning purposes. Students must always disclose the use of such tools and ensure the majority of the work represents their own thoughts, ideas, and expressions.

5.4. Students will receive instruction on academic integrity, proper citation methods, and how to avoid plagiarism. Teachers will monitor student work for potential violations.

5.5. The VCAA academic integrity procedures will be followed for all VCE and VCE Vocational Major coursework and assessments.

6. Inclusion

6.1. Successful inclusive provision at Monivae College is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all students.

6.2. Staff will actively support all students to reach their potential regardless of academic ability or demographic background.

6.3. In accordance with the *Disability Standards of Education 2005,* all students at Monivae College will be given full access to Victorian Curriculum F−10, Awakenings and senior pathways programs.

6.4. Students in Years 11-12 will have optional pathways for the senior program. The school will provide guidance and support for student pathways and subject selection in accordance with VCAA requirements and student and parent input (refer to Year 11-12 Student Handbook published annually).

6.5. Monivae College implements strategies to prevent discrimination and harassment of all students including those with a disability. These include:
- anti-bullying and harassment policy
- strategies to enhance student voice

- curriculum focus on social and emotional learning that develops knowledge and awareness of the importance of the dignity of each person, empathy, social justice, resilience and reconciliation.
- curriculum design draws on resources such as Awakenings (CEOB) and Respectful Relationships F-10 (DET/CECV)
- restorative justice processes

6.6. The classroom program and strategies will consider the diverse needs of students such as student progress, cultural and socio-economic backgrounds

6.7. Strategies to assist Aboriginal and Torres Straits Islander students are consistent with *The Aboriginal and Torres Strait Islander Education Strategy.*

6.8. Learning experiences and curriculum may need to extend outside of a given year level expectation and curriculum standards for individual and groups of students.

6.9. Program Support Groups (PSGs) will be established for Students with Disabilities (SWD) and other students with special considerations or learning or family support requirements (such as students requiring Tier 2 or 3 support and intervention or requiring faster progression of the standards) The school, in consultation with parents and student, will make reasonable adjustments to assist the student in accessing the curriculum and learning experiences.

6.10. The Learning Support Coordinator will ensure that students are monitored and where relevant, processes for applying for additional funding are met with relevant documentation and parent consultation are followed according to timelines and Catholic Education Ballarat requirements.

6.11. PSGs will be conducted each term or more frequently if required. Agenda and other related documents will be provided to all members of a PSG before the meeting. Minutes are taken, archived and distributed after the meeting.

6.12. Students who receive additional or extra support and those funded through (SWD) will have Individual Learning Plans (ILPs) specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

6.13. Monivae College implements three tiers of student support:
- Quality differentiated teaching practices where specific, intentional assessment is used to collaboratively design instructional strategies using learning goals and criteria for each year level, in each learning area and capability. Learning strategies are matched to student needs. Learning is monitored through data analysis at team meetings to track student progress, analyse strategies and identify students requiring additional support.
- Case management process (involving classroom teacher and learning support coordinator) determine effective intervention in addition to classroom instruction for students requiring specific identified support.
- Additional support that requires specialised or external resources to assist with student learning. This includes partnerships with external providers and community services.

6.14. Learning Support Officers (LSOs) and Indigenous Coordinator assist teachers in supporting diverse student learning and personal requirements.

7. **Review of Student Progress and Professional Learning**
   7.1. Teachers meet regularly to monitor student outcomes, review teaching practice and own professional development.
   7.2. Teachers work together in a culture of mutual trust and support to become an expert teaching team
   7.3. The Director – Learning and Teaching and the Deputy Principal facilitates the meetings that provide opportunities for team members to lead learning sessions, data analysis and discussing teaching strategies.
   7.4. The curriculum plan is regularly reviewed and monitored.

7.5. Assessment records are available at team meetings so that the learning needs of all students are met.

7.6. The Director – Students and Director – Student Wellbeing liaises with the student support team to facilitate communication with the team regarding concerns or challenges for individual students.

7.7. The Director – Student Wellbeing and Director - Students communicates to the school leadership team on student progress, professional learning and resource requirements (people, time, money) for consideration.

7.8. The following guiding questions assist the team in monitoring and reviewing student progress:

Currently
- What do learners already know?
- What knowledge, skills, capabilities or concepts are already in place?
- What gaps are evident?
- What data needs to be analysed?
- What does the data indicate?
- How effective are classroom and intervention strategies for students at risk?
- How effective is classroom learning and teaching?

Future learning
- Where do learners need and want to be?
- What knowledge, skills and capabilities do learners need to develop?
- What are they going to learn next?
- How will the curriculum be organised?
- How will the strategies engage students?
- What are the considerations for students at risk?
- What will be the learning milestones?
- How will the learning be assessed?

Strategies
- How do learners best learn?
- What approaches are working?
- What strategies could we put in place?
- What strategies will be important for students at risk?

Professional Learning
- What professional learning is required to improve professional practice?
- How will the professional learning assist teachers in engaging students in learning?
- How does it relate to the school and teacher professional learning plans?
- How will the professional learning be delivered, timeline, and by whom?
- What resources does the school need to ensure effective implementation?
- How will the professional learning be evaluated and monitored?

8. Data Analysis

8.1. The strategic directions of the School Improvement Framework (SIF) and Strategic Plan provide the basis for selecting data sets to be analysed and monitored for whole school and individual student progress.

8.2. All teachers participate in regular team meetings to analyse student assessment data and engage in moderation of assessment tasks.

8.3. Analysis of Year 12 data such as VCE subjects scores and student achievement, destination and pathways data is conducted at the end or beginning of each year. All

staff are engaged in the analysis process and other data such as school assessment data, moderated assessment, on-track data and NAPLAN are used in conjunction to assist in defining specific strategies for whole and individual subject/student improvement (Year 7-12).

8.4. Data analysis considers demographic, operational, wellbeing and student outcome data as well as observation and perceptions. It includes surveys such as SIF survey, CHECS survey and ESCI and school-developed survey instruments that assess wellbeing, student engagement and teacher practice.

8.5. Teacher assessment of student achievement are analysed and monitored against other data such as NAPLAN, ACER, PAT-R and PAT-M.

8.6. Student data is tracked and monitored by school leadership team, staff and team meetings in a cyclical review process.

8.7. School, diocesan and government data requirements are implemented and utilised to improve student outcomes.

8.8. The Director – Learning and Teaching will report to the leadership team and the Board of Directors on the outcome of ongoing data analysis and the progress of strategies to improve student learning.

9. Reporting

9.1. Formal and informal reporting is implemented to assist parents and students to gain a common understanding regarding levels of achievement for learning outcomes in all areas of the curriculum.

9.2. Reporting modes include formal reports, teacher-student-parent conferences and ongoing real-time feedback and assessment results published via and online parent portal.

9.3. Student learning goals, work samples, moderation, formal testing and anecdotal records will assist teachers in providing formal and informal reporting.

9.4. Formal reporting to parents is conducted twice per year (which includes a five point scale for student achievement) and will be consistent with diocesan and government requirements.

9.5. Parents will be provided with a formal report in the nine learning areas twice a year.

9.6. Three-way conferences are conducted at least twice per year.

9.7. Student diaries, newsletter communication and the school online student-learning portal will assist to engage parents in student learning.

9.8. Parents, if there is a concern, can contact the relevant teacher to set an informal meeting time regarding their child's progress. Faculty leaders and year level coordinators support teachers in the process as required.

10. Professional Learning

10.1. Whole school professional learning plan for learning and teaching is developed in conjunction with the School Improvement Plan and implemented annually.

10.2. Teachers develop annual individual professional learning plans which are discussed with the Principal / Deputy Principal and Director – Learning and Teaching each term. These plans also consider the priorities and goals of the School Improvement Plan.

10.3. Teachers will also engage in professional learning that builds their capacity to develop positive relationships and in managing conflict according to school policy.

10.4. Teachers collaborate with peers and engage in professional learning to build their own capacity in subject curriculum and methodology, learning and teaching, curriculum, assessment and reporting that need further development. This includes actively engaging in formal school requirements such as staff and team meetings as well as informal collaboration.

11. Roles and Responsibilities

11.1. **Teacher**

11.1.1. provide a challenging and stimulating curriculum with high expectation of success in learning for all students

11.1.2. ensure curriculum planning is documented, comprehensive, identifies strengths and challenges of learners and gives recognition and value to all learning styles. It incorporates a variety of modes of assessment tools with criteria and rubrics that have clear links to the learning goals and curriculum standards

11.1.3. are clear in their understandings of curriculum standards and where each student is in their learning journey

11.1.4. ensure that learning is sequential, progressive and continuous and learning strategies are evidenced–based and engages student in learning

11.1.5. are good role models, well prepared and organised and up to date with evidence-based strategies

11.1.6. engage in dialogue with students that develops different levels of thinking

11.1.7. encourage students to take risks with their learning

11.1.8. use resources effectively, including other adults and technology, to support student learning

11.1.9. provide clarity to students on learning purpose and assessment for specific learning sequences and units of work. This is accessible to students who can refer as required.

11.1.10. provide students with regular opportunities to reflect on assessment of their learning and support students in understanding and transferring their knowledge

11.1.11. provide clear information to students and parent on student progress

11.1.12. establish partnerships and links with the local community to enhance student learning

11.1.13. have a positive attitude to change and the development of their own expertise and assisting colleagues in their growth

11.1.14. are active in improving their professional knowledge and practice including the use of technology in learning and evidenced-based strategies that engage students and improve outcomes.

11.1.15. collaborate in designated teams and evaluate strategies that engage students in learning

11.1.16. have up-to-date assessment records including observations and student work samples where student progress in all areas of the curriculum is tracked

11.1.17. complete Mandatory Reporting and Disability Standards online training and follow requirements for teacher registration as outlined by the Victorian Institute of Teaching.

11.2. **Student**

11.2.1. attend school regularly and punctually

11.2.2. are organised and bring back to school as required resources such as take home books and completed home tasks

11.2.3. ensure that home tasks are effectively completed and represent their own efforts. If they are not able to complete the tasks, they should communicate to their parents to provide a note (or write the note and have parents sign) in their diary explaining the reasons.

11.2.4. contribute to a safe learning environment

11.2.5. engage in effective social skills including effective listening and responding

11.2.6. ensure they do not interfere with others in their learning or safety

11.2.7. take increased responsibility for their own learning and actions

11.2.8. set and review personal learning goals

11.2.9. participate and contribute effectively in opportunities to collaborate on learning tasks as well as times for independent learning

11.2.10. use technology effectively and appropriately

11.2.11. reflect on feedback on assessment tasks and ask for any clarifications or assistance

11.2.12. provide feedback on learning to teachers and peers

11.2.13.   provide their parents any teacher-parent communication in their diary

11.2.14.   participate in three-way conferences with teachers and parents to review their learning progress

11.3.   **Parent / Carer**

11.3.1. ensure that their child attends school regularly, punctually, well rested and in good health

11.3.2. engage in opportunities to learn about student learning

11.3.3. respect that the learning environment at all times needs to be safe, supportive and fosters different pathways and progress to learning and achievement

11.3.4. work in a partnership of respect and trust with the school in supporting their child's progress

11.3.5. check regularly parent communication app and student learning diaries

11.3.6. ensure early contact with school to discuss matters that affects their child'swellbeing, progress and behaviour

11.3.7. provide information on their child that may impact on their educational progress and wellbeing including relevant reports from external educational/health providers

11.3.8. provide support for the student behaviour strategies and for the teacher's role in investigating and implementing actions and consequences

11.3.9. participate in discussions concerning their child's progress and achievement

11.3.10.   support their child's learning at home such as hearing child's reading, ensuring the completed tasks represent the student's efforts and allowing them sufficient time and an appropriate environment to complete home tasks

11.3.11.   allow their child to become increasingly independent and responsible for their own learning and actions as they progress throughout the school

12. Monitoring and Review

12.1.   analysis of annual survey tools for performance and development culture of school and *The Characteristics of a Highly Effective Catholic School*

12.2.   regular analysis of student outcome data by the School Leadership Team and staff and team meetings

12.3.   feedback from staff, students and parents such as School Improvement Survey and school designed wellbeing surveys

12.4.   monitoring by the leadership team and Student Support Team of students on Individualised Learning Plans, Program Support Groups, learning pathways and resources such intervention programs and Learning Support Officers (LSOs)

12.5.   analysis of data and teacher practice. This monitored by the leadership team to validate teaching approaches are impacting on student outcomes such as teacher capacity and student achievement, wellbeing, engagement and student behaviour

12.6.   monitoring the School Improvement Framework

12.7.   review and validation of learning and teaching through School Improvement

12.8.   Review of curriculum through:

12.8.1. regular analysis of data at year/level and staff meetings and professional learning

12.8.2. auditing the curriculum against the standards each year

12.8.3. feedback from student engagement surveys including the School Improvement Survey

12.8.4. feedback from parents

12.8.5. the School Improvement process

13. Communication

13.1.   Staff and Parent Handbooks will include reference to the policy and its availability on the school website.

13.2.   Emergency teachers will be inducted annually (or on commencement) regarding curriculum expectations, child safety and teaching practice.

13.3.   The Principal will provide information on implementation to the governing authority.

13.4. Information forums will be available as required for parents. Parent engagement in learning strategies will be implemented to identify and conduct such sessions.

13.5. New staff will undertake induction of the policy and requirements and expectations for implementation.

13.6. All staff will revisit the policy annually through staff and team meetings.

14. Risk Management

14.1. The Principal, Director – Learning and Teaching and the Director – Student Wellbeing will assess areas of risk and develop actions and strategies to mitigate the potential risks. This will be entered on the risk management register and monitored in conjunction with the risk management committee. Staff will be informed and consulted on potential risks and actions and strategies to minimise any risks.

15. References

15.1. The following documents support the above policy and should be read in conjunction:

15.1.1. Awakenings Core Document

15.1.2. School Improvement Framework Handbook

15.1.3. Characteristics of a Highly Effective Catholic School

15.1.4. *The Aboriginal and Torres Strait Islander Education Strategy*

15.1.5. VCAA VCE and VCAL Administrative Handbook

15.1.6. VCAA Special Provision

15.1.7. VCAA Victorian Curriculum F-10 Revised Curriculum Planning and Reporting Guidelines

GOVERNANCE

Supporting procedures	Nil
Supporting schedules	Nil
Associated policies	Behaviour Management Policy Pastoral Care Policy
Related Legislation	Education and Training Reform Act 2006 Education and Training Reform Regulations 2017 Disability Standards of Education 2005
Category	Learning, Teaching, Curriculum and Improvement
Approval	School Leadership Team 03.05.2024
Endorsement	Director – Learning and Teaching 03.05.2024
Policy Owner	Compliance and Risk Manager
Date Effective	03.05.2024
Review Date	(5 years from effective date)

| | This policy is to be kept for five(5) years until review, unless there is a significant legislative or organisational change requiring earlier review.

The master copy is kept in Knowledge Banks in read-only in PDF form. All printed copies are uncontrolled. |
|---|---|
| Version | 1.3 |
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VERSION CONTROL

Version #	Date	Changes Made
1.0	22.06.2018	Initial release
1.1	28.02.2019	Minor update
1.2	03.02.2023	Update to language and sections including Inclusion.
1.3	03.05.2024	Additional section added to include Academic Integrity and inclusion of AI content.

Appendix A: Curriculum Planning

1. **Whole School (Long Term Planning)**
   - It is aligned to the school vision and mission and the School Improvement Framework
   - The Curriculum Planning Resource (VCAA) http://curriculumplanning.vcaa.vic.edu.au/home and online resources for *Awakenings* will be used to assist with planning
   - Whole school plan and sequence for learning areas are developed taking into account the school context, subject requirements and methodology and diocesan and government requirements.
   - Whole school and year level learning units/learning sequences are identified to ensure sequential development and are challenging for all students.
   - Curriculum planners are used in accordance with school requirements
   - Year 11-12 teachers will collaborate to enhance understanding of curriculum and assessment requirements. In instances where a subject is an inexperienced teacher or only 1 teacher for the subject, strategies such as mentoring and forming a partnership network with another school will be implemented to assist with understanding of curriculum expectations and assessment (especially for Yr 12 subjects).
   - Monivae College follows the processes for the implementation of senior secondary students courses and assessment outlined in the VCAA VCE and VCAL Administrative Handbook. It outlines the rules, regulations and policies governing the delivery of the VCE and VCAL. All staff that teach Year 11 or 12 subjects are to familiarise each year with the current year handbook and specific requirements of each subject they teach. The handbook is available at http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2018/index.aspx
   - Diverse resources are identified to assist all students including special provision in senior secondary
   - Curriculum links are identified and planned to whole school and classroom program in learning areas taught by specialist/subject teachers
   - Specific knowledge, skills and capabilities are identified according to student and school context.
   - Specific events within the school are mapped and curriculum connection and strategies are developed across the school.

2. **Level Planning (Medium Term Planning)**
   - Ongoing data analysis informs curriculum and learning and teaching direction through professional learning team meetings
   - Curriculum implementation and resources are evaluated to ensure all student needs are being met.
   - Principles of backward design are used to plan the curriculum and key assessment tasks
   - Common assessment tasks are developed and the organisation for moderation of student work is developed.
   - Connections to learning areas are identified to enhance subject and integrated learning inquiry units/cross curriculum connections.
   - *Towards Foundation Level Victorian Curriculum* will be used to support students with disabilities that are not at foundational level of the curriculum and standards.

3. **Teacher Plans (Short Term planning)**
   - Detailed unit planning that includes learning intentions, success criteria, and assessment tasks as well how the curriculum and resources are adjusted for students.

- Teachers provide an evaluation and reflection on the implementation of the weekly/fortnightly learning plan
- ILPs are used to guide learning for specific students.
- Identification of key knowledge, skills and capabilities that have been prioritised for individual or groups of students are identified and evidence-based strategies are identified
- Communication with LSOs is facilitated to enhance student learning
- Weekly/fortnightly timetable is mapped to ensure to adequate provision taking into account specific events within the school.
- Resources are considered and checked before implementation.

Appendix B: Whole School Curriculum Plan

The following provides an outline of the learning areas and weekly time allocations across 7 – 12.

Year 7 & 8

English	8 x 50 minute periods per fortnight
Mathematics	8 x 50 minute periods per fortnight
Humanities	8 x 50 minute periods per fortnight
Science	8 x 50 minute periods per fortnight
Languages	4 x 50 minute periods per fortnight
Health & Physical Education	4 x 50 minute periods per fortnight
Religious Education	4 x 50 minute periods per fortnight
3x Electives each semester *(students undertake a semester-based rotational program of 3 Arts and/or Technology subjects each semester)* **Technology**: *Materials – Wood, Materials – Textiles & Food* **Arts:** *Art, Drama & Music*	12 x 50 minute periods per fortnight *(4 periods per subject per fortnight)*

The cycle also includes an integrated program of

Wellbeing sessions, Meetings, Assemblies, Liturgies and MSC in Action	4 x 50 minute periods per fortnight

Year 9

English	8 x 50 minute periods per fortnight
Mathematics	8 x 50 minute periods per fortnight *(options)*

Humanities	8 x 50 minute periods per fortnight
Science & STEM	8 x 50 minute periods per fortnight
Languages	6 x 50 minute periods per fortnight *(optional)*
Health & Physical Education	8 x 50 minute periods per fortnight
Arts	6 x 50 minute periods per fortnight *(options)*
Technology	6 x 50 minute periods per fortnight *(options)*
Religious Education	4 x 50 minute periods per fortnight

The cycle also includes an integrated program of:

| *Wellbeing sessions, Meetings, Assemblies, Liturgies, Cadets* | 4 x 50 minute periods per fortnight |

Year 10

English	8 x 50 minute periods per fortnight (*options*)
Mathematics	8 x 50 minute periods per fortnight *(options)*
Humanities	8 x 50 minute periods per fortnight (*options*)
Science & STEM	8 x 50 minute periods per fortnight (*options*)
Languages	6 x 50 minute periods per fortnight *(optional)*
Health & Physical Education	8 x 50 minute periods per fortnight
Arts	6 x 50 minute periods per fortnight *(options)*
Technology	6 x 50 minute periods per fortnight *(options)*

Religious Education
(VCE Units 1 & 2 Religion & Society)

8 x 50 minute periods per fortnight

Careers

2 x 50 minute periods per fortnight

The cycle also includes an integrated program of: 2 x 50 minute periods per fortnight

*Wellbeing sessions, Meetings, Assemblies,
Liturgies, Cadets or MSC in Action (community
service)*

Year 11 VCE

English Study (English/EAL **OR** Literature)

9 x 50 minute periods per fortnight (*options*)

Religious Education
(VCE Religion & Society Units 3/4)

9 x 50 minute periods per fortnight *(options)*

Subject 1

9 x 50 minute periods per fortnight (*options*)

Subject 2

9 x 50 minute periods per fortnight (*options*)

Subject 3

9 x 50 minute periods per fortnight *(options)*

Subject 4

9 x 50 minute periods per fortnight

The cycle also includes an integrated program of: 6 x 50 minute periods per fortnight

Wellbeing sessions, Meetings, Assemblies,
Liturgies, Cadets, MSC in Action and Study

Year 12 VCE   *(new allocations for 2019)*

English Study (English/EAL **OR** Literature)

10 x 50 minute periods per fortnight *(options)*

Subject 1	10 x 50 minute periods per fortnight *(options)*
Subject 2	10 x 50 minute periods per fortnight *(options)*
Subject 3	10 x 50 minute periods per fortnight *(options)*
Subject 4	10 x 50 minute periods per fortnight *(options)*
Study Periods	6 x 50 minute periods per fortnight
The cycle also includes an integrated program of:	4 x 50 minute periods per fortnight

Wellbeing sessions, Meetings, Assemblies, Liturgies & MSC in Action

VCAL Intermediate & Senior

English - Literacy Intermediate(11) OR Senior(12)	8 x 50 minute periods per fortnight
Mathematics - Numeracy Intermediate(11) OR Senior(12)	8 x 50 minute periods per fortnight
Religious Education (Year 11 only)	4 x 50 minute periods per fortnight
VCAL Business Management (Cert II Small Business in 2018)	7 x 50 minute periods per fortnight
Structured Workplace Learning	12 x 50 minute periods per fortnight (full day Thursdays)

VET subject or SBA	8 x 50 minute periods per fortnight (block training)
Personal Development Skills & Work Related Skills	8 x 50 minute periods per fortnight
MSC in Action (Community Service/Study)	2 x 50 minute periods per fortnight

Time allocations are reflective of the 2018 program and are reviewed annually to adapt to the needs of the VCAL program and students' pathways planning (including VET, SBA and SWL commitments).

Individual students may have variations scheduling based on their personal program to accommodate specific VET or VCE participation.

Appendix C: School Improvement Data Collection and Assessment

November	• ACER, PAT-R and PAT-M testing (Year 7 - 12) • English or Mathematics faculties discuss results • Semester two exams (Year 7 - 12) • Identification of students for learning support and intervention programs
December	• VCAA results published • Semester two reports published (Year 7 - 12)
February	• Year 12 results discussed with subject teachers and faculty teams • ACER data discussed with faculty teams
March	• Year 12 results discussed with Board of Directors • Interim reports published
April	• Educational sub-committee report
May	• NAPLAN testing
June	• Semester one exams (Year 7 -12)
July	• Semester one reports published (Year 7 -12)
August	• NAPLAN results analysed
September	• Interim reports published (Year 7 - 12)
October	• Educational sub-committee report

Appendix D: School Improvement Framework

Monivae College implements the School Improvement Framework (SIF). SIF provides a structure over a four-year cycle to focus on what is important for school improvement within the context of the school. At the end of SIF cycle a school review and validation is held.

As part of the review and validation, the school undertakes a self-reflection process on the key aspects of schooling: Catholic School Culture; Community Engagement; Leadership and Stewardship; Learning and Teaching and; Wellbeing. Staff are engaged in the process by being part of a team to review a key aspect. Each team completes a draft of their section of the self–reflection report and presents to all staff for validation and feedback. The leadership team collates the completed document that is presented to staff for any further feedback.

 As part of the reflection process, the school looks at multiple data sources (see Data Collection) and includes:
  - Demographic data: socioeconomic, cultural and religious background and family context of students
  - Perception data: surveys and opinions of the school community including Characteristics of a Highly effective Catholic School, School Improvement Survey, and Enhancing Catholic School Identity survey
  - Outcome data: external and school-based assessment and anecdotal records
  - Process data: review of how school operations including policies, procedures and practices (including those required the Minimum Standards for School Registration Other State and Federal requirements for Victorian Catholic Schools)

The self-reflection report documents what has been achieved and factors that have contributed the level of improvement. It provides a process that ensures transparency and accountability in ensuring that the school is maximizing the learning for all students within a safe environment. The report includes a profile of the school that provides a context about the school that also needs to be considered in future strategic directions.

In developing strategic direction for the following four years, the reflection process considers the data analysis in relation to factors such as:
  - overarching goals that will drive quality teaching and quality learning,
  - school leadership organization, directions and professional learning required to empower strategies and resources for meeting all students needs including Aboriginal and Torres Straits islander students, students with disabilities and other students requiring intervention or extension support in student outcomes and wellbeing.
  - documents and strategies for child safety in ensuring learning with a safe environment
  - key professional learning that will underpin school improvement
  - school policy, procedures and practices
  - strategies to engage parents and the wider community in student learning.

The governing authority is invited to provide feedback to the lead reviewer and be a school panel member during the validation and review process.

School Improvement Plan
A new School Improvement Plan (SIP) is developed following the outcome of the review and validation process (see also BDSAC School Improvement Framework Handbook, 2017). The school's Contextual Statement is also considered.

Annual Action Plan

The school develops an Annual Action Plan based on the SIP and conducts regular professional learning team meetings to monitor and review student outcomes using data. Principal and Leadership Team meetings have a key leadership role in analysing useful data to ensure that the vision and school priorities to improve student outcomes are aligned.

In order to set goals, and targets for outcomes and to design key improvement strategies for students, including students at risk, the following process is used:
- Determine what we need to know
- Collect or access data
- Analyse results
- Set priorities and goals
- Develop strategies

The following guiding questions assist in developing the draft Annual Action Plan:
- Are all our students progressing well?
- What were our targets and have been met?
- What data are we using to assess this progress?
- Do we need to look at other data?
- What actions should we take to address what our evidence and data reveal?
- What are our goals and future targets?
- What will be the strategies?
- How will monitor progress towards our Annual Action Plan?

The Leadership Team consults with staff before finalising the Annual Action Plan. The Leadership Team and staff also identify key goals for professional learning that assist teachers in developing their own professional learning plan using the following guiding questions:
- What do we need to learn in order to improve student achievement?
- Where can we learn this?
- What will be the goal for professional learning?

Annual Report to the School Community
Each year the school will develop an Annual Report to the Community to communicate and engage the school and wider community in the SIP and Annual Action Plan. The Leadership team prepares a draft and staff are invited to review the draft and provide feedback. The report includes an analysis of the progress in improving student outcomes in implementing the strategic directions, reporting of data that meets state and federal requirements and ensuring transparency and accountability. The report is available on the State register (VRQA) and the school website.

The principal provides the governing authority a copy of the SIP, Annual Plan and Annual Report to the Community and information regarding the process, strengths and challenges and availability of the report to the wider community.