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Monivae
College Hamilton

Student Outcomes Policy

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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.

Legislative Context

- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007

Definitions

Term	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

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	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.
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.

Principles

- 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

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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 rubrics and access to marked assessment tasks at different levels of achievement for the same or similar task.

Reporting is an ongoing process that includes informal and formal 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 engagement in student learning which assists in individual and school improvement.

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- **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.

Supporting Documents

- Student Outcomes Procedure

Responsibility

- The Board Directors (*as the Approval Authority*) are responsible for monitoring the implementation, outcomes and scheduled review of this policy and its accompanying procedure/s
- The Director of Studies (*as the Policy Sponsor*) is responsible for maintaining the content of this policy as delegated by the above title.
- The Compliance and Risk Manager is responsible for the administration support for the maintenance of this policy as directed by the above title.

Promulgation

The Student Outcomes Policy will be communicated throughout the School community in the form of:

1. Policies section of the Monivae website to alert the School-wide community of the approved Policy;
2. distribution of e-mails to all staff.

Implementation

The Student Outcomes Policy will be implemented throughout the School via:

1. Policies section of SIMON knowledge banks to alert the School-wide community of the approved Policy;
2. Staff briefing sessions
3. Training sessions

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