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Student Outcomes Procedure

Contents

Purpose

This procedure outlines the processes by which Monivae College achieves student outcomes across learning and teaching, curriculum and 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
- Disability Standards of Education 2005

Definitions

A complete list of definitions relevant to this procedure is contained within the Student Outcomes Policy.

Actions

Learning Environment

- Class norms are developed to provide clear expectations and are consistent with the school's vision and mission and school rules.
- The classroom environment is organised to promote and encourage independent and further learning opportunities.
- Preserving the dignity of the individual and their wellbeing is at all times is a priority.
- Child safety and wellbeing policies and procedures are consistently implemented and monitored.
- Teacher talk is monitored to ensure maximum student voice and engagement.
- A culture that all learning is important and exciting is fostered throughout the school.

Learning and Teaching

- There is a clear expectation to deliver quality learning and teaching in all learning areas and to all students.
- Teaching strategies are evidence-based and are adjusted to take into account diverse learning needs and ways of learning.
- Explicit teaching is actively engaged at the point of need and teachers model points of learning using high quality examples.
- Student voice is encouraged, expected, extended and characterised by high quality interactions. It is considered in the implementation of learning and teaching strategies.
- Well-framed questions are used to encourage deeper thinking in all learning areas and for all students.
- There is a mixture of whole class, group and individual teaching sessions. All learning groups are fluid to promote inclusion.
- 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.
- 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.
- Learning experiences are accessible, motivating and challenging for all students.
- The learning is organised and facilitated to maximise student progress in the short term that leads to long-term high-quality outcomes.

- The learning is active and not passive and students have appropriate time to engage in the learning experiences.
- Connections are made to the learning using past learning and its relevance to the learner. This is supported through pre and post testing.
- Feedback is embedded in teaching practice and includes peer and student feedback.
- Three tiers of support and targeted intervention are provided to assist students (see *Inclusion*).

Curriculum
- 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.
- Curriculum is documented, planned and taught sequentially from the Victorian Curriculum F–10 and Awakenings (CEOB) 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.
- Curriculum planning involves four interrelated levels: by school; by curriculum area; by year level and; by learning unit (see Appendix A).
- An overview of curriculum implementation that provides the allocation of times for each learning area is developed (see Appendix B).
- Curriculum design commences with identifying desired student outcomes, moving to developing assessment tasks and then followed by authentic strategies through Understanding by Design principles.
- Curriculum is adjusted to meet student needs and learning pathways (see also *Inclusion*).
- Multiple learning areas are incorporated into a learning unit and supported through inquiry-based learning, where appropriate.
- Development of conflict resolution and child safety strategies are integrated into the curriculum design.

Assessment
- Assessment is integrated into learning activities of all students and therefore ongoing and not episodic.
- Assessment assists in monitoring student progress and in extending learning within individual lessons and over time.
- 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.
- Pre and post testing are critical in measuring student progress and modifying student tasks.
- Assessment criteria and rubric are provided for students to assist in understanding requirements and different levels of achievement.
- Assessment tasks reflect developmentally appropriate curriculum and learning consistent with diocesan and government requirements, the local context and the individual needs of students
- Students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning.
- Teaching teams regularly moderate specific assessment tasks and provide marked examples of level of achievement as part of this process.
- 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.
- The school implements an assessment schedule for analysing data using standardised testing (see Appendix C).
- Anecdotal records, observation and annotated student work samples are part of assessment data.
- Cumulative student academic records are kept in the schools online data system for each student in all learning areas.

Inclusion

- 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.
- Staff will actively support all students to reach their potential regardless of academic ability or demographic background.
- 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 (CEOB) and senior pathways programs.
- 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).
- 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
- The classroom program and strategies will consider the diverse needs of students such as student progress, cultural and socio-economic backgrounds
- Strategies to assist Aboriginal and Torres Straits Islander students are consistent with *The Aboriginal and Torres Strait Islander Education Strategy (2015).*
- Learning experiences and curriculum may need to extend outside of a given year level expectation and curriculum standards for individual and groups of students.
- 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.
- 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.
- 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.
- 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.
- Monivae College implements three tiers of student support:
  1. 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.
  2. Case management process (involving classroom teacher and learning support coordinator) determine effective intervention in addition to classroom instruction for students requiring specific identified support.
  3. Additional support that requires specialised or external resources to assist with student learning. This includes partnerships with external providers and community services.
- Learning Support Officers (LSOs) and Indigenous Coordinator assist teachers in supporting diverse student learning and personal requirements.

Reviewing student progress and professional learning

- Teachers meet regularly to monitor student outcomes, review teaching practice and own professional development.
- Teachers work together in a culture of mutual trust and support to become an expert teaching team
- A designated-leader facilitates the meetings that provide opportunities for team members to lead learning sessions, data analysis and discussing teaching strategies.
- The curriculum plan is regularly reviewed and monitored.
- Assessment records are available at team meetings so that the learning needs of all students are met.
- The team leader liaises with the student support coordinator to facilitate communication with the team regarding concerns or challenges for individual students.
- The team leader communicates to the school leadership team on student progress, professional learning and resource requirements (people, time, money) for consideration.
- 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?

Data Analysis

- 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.

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- All teachers participate in regular team meetings to analyse student assessment data and engage in moderation of assessment tasks.
- 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).
- 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.
- Teacher assessment of student achievement are analysed and monitored against other data such as NAPLAN, ACER, PAT-R and PAT-M.
- Student data is tracked and monitored by school leadership team, staff and team meetings in a cyclical review process.
- School, diocesan and government data requirements are implemented and utilised to improve student outcomes.
- The team leader will report to the leadership team on the outcome of ongoing data analysis and the progress of strategies to improve student learning.

Reporting

- 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.
- Reporting modes include formal reports, teacher-student-parent conferences and ongoing real-time feedback and assessment results published via and online parent portal.
- Student learning goals, work samples, moderation, formal testing and anecdotal records will assist teachers in providing formal and informal reporting.
- 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.
- Parents will be provided with a formal report in the nine learning areas twice a year.
- Three-way conferences are conducted at least twice per year.
- Student diaries, newsletter communication and the school online student-learning portal will assist to engage parents in student learning.
- 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.

Professional Learning

- Whole school professional learning plan for learning and teaching is developed in conjunction with the School Improvement Plan and implemented annually.
- Teachers develop annual individual professional learning plans which are discussed with the principal /team leader each term. These plans also consider the priorities and goals of the School Improvement Plan.
- Teachers will also engage in professional learning that builds their capacity to develop positive relationships and in managing conflict according to school policy.
- 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.

Roles and Responsibilities

Teachers:

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

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- ⊄ 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
- ⊄ are clear in their understandings of curriculum standards and where each student is in their learning journey
- ⊄ ensure that learning is sequential, progressive and continuous and learning strategies are evidenced–based and engages student in learning
- ⊄ are good role models, well prepared and organised and up to date with evidence-based strategies
- ⊄ engage in dialogue with students that develops different levels of thinking
- ⊄ encourage students to take risks with their learning
- ⊄ use resources effectively, including other adults and technology, to support student learning
- ⊄ 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.
- ⊄ provide students with regular opportunities to reflect on assessment of their learning and support students in understanding and transferring their knowledge
- ⊄ provide clear information to students and parent on student progress
- ⊄ establish partnerships and links with the local community to enhance student learning
- ⊄ have a positive attitude to change and the development of their own expertise and assisting colleagues in their growth
- ⊄ 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.
- ⊄ collaborate in designated teams and evaluate strategies that engage students in learning
- ⊄ have up-to-date assessment records including observations and student work samples where student progress in all areas of the curriculum is tracked
- ⊄ complete Mandatory Reporting and Disability Standards online training and follow requirements for teacher registration as outlined by the Victorian Institute of Teaching.

Students:
- ⊄ attend school regularly and punctually
- ⊄ are organised and bring back to school as required resources such as take home books and completed home tasks
- ⊄ 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.
- ⊄ contribute to a safe learning environment
- ⊄ engage in effective social skills including effective listening and responding
- ⊄ ensure they do not interfere with others in their learning or safety
- ⊄ take increased responsibility for their own learning and actions
- ⊄ set and review personal learning goals
- ⊄ participate and contribute effectively in opportunities to collaborate on learning tasks as well as times for independent learning
- ⊄ use technology effectively and appropriately
- ⊄ reflect on feedback on assessment tasks and ask for any clarifications or assistance
- ⊄ provide feedback on learning to teachers and peers
- ⊄ provide their parents any teacher-parent communication in their diary
- ⊄ participate in three-way conferences with teachers and parents to review their learning progress

Parents:
- ⊄ ensure that their child attends school regularly, punctually, well rested and in good health
- ⊄ engage in opportunities to learn about student learning
- ⊄ respect that the learning environment at all times needs to be safe, supportive and fosters different pathways and progress to learning and achievement
- ⊄ work in a partnership of respect and trust with the school in supporting their child's progress

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- ∉ check regularly parent communication app and student learning diaries
- ∉ ensure early contact with school to discuss matters that affects their child'swellbeing, progress and behaviour
- ∉ provide information on their child that may impact on their educational progress and wellbeing including relevant reports from external educational/health providers
- ∉ provide support for the student behaviour strategies and for the teacher's role in investigating and implementing actions and consequences
- ∉ participate in discussions concerning their child's progress and achievement
- ∉ 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
- ∉ allow their child to become increasingly independent and responsible for their own learning and actions as they progress throughout the school

Monitoring and Review

- analysis of annual surveys tools for performance and development culture of school and *The Characteristics of a Highly Effective Catholic School* (CHECS, CEOB, 2016)
- regular analysis of student outcome data by the School Leadership Team and staff and team meetings
- feedback from staff, students and parents such as School Improvement Survey and school designed wellbeing surveys
- 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)
- 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
- monitoring the School Improvement Framework
- review and validation of learning and teaching through School Improvement (CEOB)
- review of curriculum through:
  - o regular analysis of data at year/level and staff meetings and professional learning
  - o auditing the curriculum against the standards each year
  - o feedback from student engagement surveys including the School Improvement Survey
  - o feedback from parents
  - o the School Improvement (CEOB) process

Communication

- Staff and Parent Handbooks will include reference to the policy and its availability on the school website.
- Emergency teachers will be inducted annually (or on commencement) regarding curriculum expectations, child safety and teaching practice.
- Principal will provide information on implementation to the governing authority and school advisory council.
- Information forums will be available as required for parents. Parent engagement in learning strategies will be implemented to identify and conduct such sessions.
- New staff will undertake induction of the policy and requirements and expectations for implementation.
- All staff will revisit the policy annually through staff and team meetings.

Risk Management

The principal, learning leader and student support/wellbeing leader 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.

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Supporting Documents

- Student Outcomes Policy
- Behaviour Management Policy
- Pastoral Care Policy
- Staff Handbook
- Student Handbooks (Years 9-12)
- Parent Handbook

References

- Awakenings Core Document (2005, CEOB)
- School Improvement Framework Handbook (2017, CEOB)
- Characteristics of a Highly Effective Catholic School (CEOB, 2016)
- *The Aboriginal and Torres Strait Islander Education Strategy (2015) www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy*
- VCAA VCE and VCAL Administrative Handbook http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2017/index.aspx
- VCAA Special Provision http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx
- VCAA Victorian Curriculum F-10 Revised Curriculum Planning and Reporting Guidelines (December 2015) http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf

Responsibility

- The Board Directors *(as the Approval Authority)* are responsible for monitoring the implementation, outcomes and scheduled review of this procedure.

- The Director of Studies *(as the Policy Sponsor)* is responsible for maintaining the content of this procedure as delegated by the above title.

- The Compliance and Risk Manager is responsible for the administration support for the maintenance of this procedure as directed by the above title.

Promulgation

The Student Outcomes Procedure 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 Procedure 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

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

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- 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	12 x 50 minute periods per fortnight
(students undertake a semester-based rotational program of 3 Arts and/or Technology subjects each semester)	*(4 periods per subject per fortnight)*
Technology: *Materials – Wood, Materials – Textiles & Food*	
Arts: *Art, Drama & Music*	
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.