St. Mary's School - Swan Hill

Pursuing Fullness of Life: Student Outcomes

Policy Updated: 2019
Review: 2022

Rationale

As partners in Catholic education and with Jesus Christ as our inspiration, we educate, nurture and challenge, each child in our care, to shine in an ever changing world. St Mary's School 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.

Definitions

Learning and teaching: All approaches and strategies for student learning development including how the content is delivered, the choice of student learning experiences and the ways in which schools and teachers are organised to reflect a learning and teaching approach. It also incorporates decisions on the need for, and use of, resources and facilities and partnerships with the wider school community. It includes curriculum, assessment and reporting of student outcomes.

Curriculum: is the common set of knowledge and skills that are required by all students for lifelong learning, social development and active and informed citizenship. As such, the curriculum is a part or subset of the school's teaching and learning program which is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts (VCAA. February 2014, F–10 Curriculum Planning and Reporting Guidelines).

Assessment: The collection of information about student achievement, including authentic and valid feedback for ongoing improvement in teaching and student learning.

Reporting: All the procedures and processes for communicating to teachers, parents and students on student progress (strengths and challenges) and future learning directions. Reporting draws on the recording of data including teacher observation and student work samples.

Inclusion: is about every student having their educational needs met (within reasonable adjustments) in order to ensure the active participation and progress of all students in their learning without experiencing discrimination

Policy Statement

St Mary's School implements this policy to ensure an inclusive and holistic Catholic education within a safe environment that promotes improved outcomes for all students.

1

At St Mary's, we believe that every child is unique and blessed with their own God given gifts. Our goal is to nurture and foster these gifts.

We believe all children can learn and will learn because of our focus on the needs of each individual learner including their knowledge, skills, dispositions and learning style. We believe in inspiring optimism in the face of challenges and empowering children to find success.

We strive to create an educational environment that engages children in a purposeful, rigorous and relevant curriculum; where relationships are built on respect and trust and where communication is open and informing. We believe that highly engaged students are a critical factor in creating a high performing school and value collaborative home-school partnerships.

We believe in using a multi-tiered model of delivering the curriculum. We consistently monitor all students to ensure they are successful learners, collecting data which informs instruction so that all students 'unique learning profiles are supported.

At St Mary's we value highly skilled, informed and dedicated professionals who focus on learning through collaboration with colleagues. We constantly reflect on our practice and collected data in order to improve our teaching and ultimately deliver high quality instruction that supports all children to reach their potential

Principles

Quality relationships between teacher and students, and amongst students themselves.

At St Mary's 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.

At St Mary's we believe 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. Our 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.

At St Mary's we acknowledge 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. We use a multi-tiered approach and variety of 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 happy and rewarding lives.

The encouragement of students to engage in independent planning, higher order thinking and purposeful learning.
We believe that 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. Our 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.
At St Mary's we strive to have students 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.
At St Mary's we believe 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.

At St Mary's we acknowledge 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.

Our 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.

At St Mary's we value highly skilled, informed and dedicated professionals who focus on learning through collaboration with colleagues. We understand that 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. Our 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.

At St Mary's assessment is purposeful, systematic and ongoing providing a wealth of information about student's knowledge and understanding of skills, values and essential learnings. It is assisted by teachers engaging in regular and systematic professional collaboration of assessment tasks and moderation of teacher judgement. We acknowledge students require explicit feedback on assessment tasks so that they gain insights into key areas

3

for improvement and benefit from assessment rubrics and access to marked assessment tasks at different levels of achievement for the same or similar task. This form part of our regular practice.

We view reporting is an ongoing process that includes informal and formal processes that engage students and parents in student learning and progress. We believe 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, We view reporting as an opportunity to provide insights into the key steps for future growth And creates a three-way partnership in engagement in student learning which assists in individual and school improvement.

Teachers undertake regular professional learning.

At St Mary's 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. Our teachers are actively involved in their learning supported by professional learning plans which are reviewed and discussed each term. These include 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.

Staff professional learning opportunities are provided to address needs identified in the School Improvement Plan and the needs of individual teachers in relation to the Australian Institute for Teaching and School Leadership (AITSL) Standards for teachers, Victorian Curriculum, or the Religious Education curriculum. All staff commit to weekly professional learning at whole school CPL (Core Professional learning) meetings and there is a professional learning component at every level non face to face meeting time each week. The school is also committed to building the capacity of the teaching staff through various avenues including: a collaborative team approach, collegial coaching, participation in professional learning and formal study.

Our staff 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.

(Based on Awakenings Core Document, 2005. Pp 121-123)

Implementation

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.
- Positive relationships are built through knowing each child's unique profile and by leveraging their strengths and affinities.
- Teacher talk is monitored to ensure maximum student voice and engagement(aim for 70/30 ratio)

- 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's times and in integrated curriculum units. Units are planned to incorporate cross curricular links.
- Lessons and units have a clear purpose, learning goal, success criteria and assessment rubric. A reflective summary 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.
- The model of 'whole, small, whole" is effectively used- I Do We Do You do model of instruction.
- High expectations are set where all children can learn and should be making a minimum of 0.4 growth each year.
- Contemporary learning technologies are used in a purposeful way to enhance learning and teaching.
- Our Catholic faith, traditions and beliefs are modelled, celebrated and explicitly taught.
- Learning connects strongly with communities and practice beyond the classroom.
- Connections are made to the learning using past learning and its relevance to the learner. This is supported through pre and post testing.
- IEPs are used to cater for and enhance the learning opportunities for those at risk
- Feedback is embedded in teaching practice and includes peer and student feedback.
- A commitment to the principles of RTI sees 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 Curriculum is documented, planned and taught sequentially from the Victorian Curriculum F–10 and Awakenings (CEOB) at each year level.

- Curriculum planning involves four interrelated levels: by school; by curriculum area; by year level and; by learning unit
- An overview of curriculum implementation that provides the allocation of times for each learning area is developed (see Appendix).

5

- Curriculum design commences with identifying student outcomes, moving to developing assessment tasks and then followed by authentic learning experiences and assessment tasks and/or rubrics.
- Curriculum is adjusted to meet student needs and learning pathways (see also Inclusion).
- Multiple learning areas are incorporated into a learning unit if appropriate. This would be supported through inquiry-based learning.
- Links to other curriculum areas are made to learning in a specific area such as English, Mathematics and Italian that takes place within its own dedicated learning period.
- Development of conflict resolution and child safety strategies are integrated into the curriculum design.

Victorian Curriculum:

Learning Areas	General Capabilities	Cross-curriculum Priorities
The Arts ● Dance ● Drama ● Music ● Visual Arts ● Visual Communication English Health and Physical Education The Humanities ● Civics and citizenship ● Geography ● History Languages Mathematics Science ' Technologies ● Design and technologies ● Digital technologies	*The general capabilities are embedded across all the learning areas.* Critical and creative thinking Ethical Intercultural personal and Social	● Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10.

Assessment

- Assessment is integrated into learning activities of all students and therefore ongoing and not episodic.
- Students with specific learning needs are supported and monitored through the class program and if necessary through specific learning interventions. Support is provided using a systematic tiered approach. It is implemented and carefully monitored by the problem Solving team and meetings facilitated by members of the RTI team.

6

- 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 is critical in measuring student progress and modifying student tasks.
- Assessment criteria and/or 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 becoming more involved in self, peer and teacher assessment and currently gain prompt teacher feedback to inform and improve their learning.
- Teaching teams regularly moderate specific assessment tasks to provide a school wide data picture
- 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).
- Anecdotal records, observation and student works samples are part of assessment data.
- Cumulative records are kept in the school assessment data online module for each student in all key learning areas.
- Evidence from pre and post assessment is used to inform further planning and lead to appropriate, effective and rich learning experiences (Assessment and Curriculum are aligned.)
- Regular and ongoing peer feedback and self-assessment is valued and reflected on for future direction/teaching.
- Rich Assessment tasks are used in Religious Education and Integrated Inquiry.
- Parent chats, Student Journals, Parent/Teacher interviews and written reports are used to regularly communicate student learning and ensure accountability to set goals.
- Historical data (NAPLAN/PAT) is used to track and interpret whole school trends and effects sizes

Inclusion

Successful inclusive provision at St Mary's School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all students.

- Staff 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 St Mary's School will be given full access to Victorian Curriculum F–10 and Awakenings (CEOB).
- St Mary's School 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 and choice

- o curriculum focus on social and emotional learning that develop knowledge and awareness of the importance of the dignity of each person, empathy, social justice, resilience and reconciliation.
    - o curriculum design draws on resources such as Awakenings (CEOB) and Respectful Relationships F-10 (DET/CECV)
    - o 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 Diversity leader ensures 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 as 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 (NCCD) 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.
- St Mary's School is committed to the principles of RTI .This underpins the implementation of three tiers of student support:
    - o Good first teaching and classroom practice 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.
    - o Case management process (involving classroom teacher, learning leader and principal) determines effective intervention in addition to classroom instruction for students requiring specific identified support.
    - o 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 Bilingual aides to assist teachers in supporting diverse student learning and personal requirements.

Year Level Meetings: Reviewing student progress and professional learning Teachers meet for 45 minutes each week in professional learning meetings to monitor student outcomes, review teaching practice and own professional development.

- Teachers work together in a collaborative culture of mutual trust and support to become an expert teaching team
- Each level Foundation, Year 1/2 Year 3 /4 and Year 5/6 has a Unit Leader or member from the Senior Leadership Team who facilities the meetings that provide opportunities for team members to lead learning sessions, data analysis and discussing teaching strategies.
- The curriculum plan is reviewed and monitored annually
- Assessment data is housed in Team Drive and available at team meetings so that the learning needs of all students are met.
- The Unit Leader liaises with the RTI team and Learning Diversity Leader to facilitate communication with the team regarding concerns or challenges for individual students.
- The Unit leader as part of the Leadership team communicates to the school senior leadership team on student progress, professional learning and resource requirements (people, time, money) for consideration.
- The Curriculum Leader is responsible for overseeing the curriculum and ensuring that the school is implementing the Victorian curriculum throughout the school.
- Religious Education underpinned by the Awakenings Curriculum compliments the other domains of the Victorian Curriculum.
- Programs are recorded in Team Drive and contain yearly and termly pacing guides & weekly planners. Teachers print these and keep a copy of their weekly, term, yearly and individual unit planners and associated resources in a print based work program. Evaluation and ongoing assessment is also recorded by teachers and stored in whole school data picture folders on Google Docs and on ClearTrack, our data storage system. All planning is then stored electronically in Cloud storage at the conclusion of each school year.

- Classroom teachers, supported by their Unit Leader, the Curriculum Leader and members of the Senior Leadership team to collaborate in level teams for planning and implementing curriculum programs. Curriculum planning & implementation and data analysis focuses on our 6 critical questions and our RtI focus:

Critical Questions	RtI
What do we want students to learn?(Instruction) How will we know if they have learnt it? (Assessment) What do we do if they don't learn?(Intervention) What do we do if they already know it? (Extension) How will we increase our instructional competence(Teacher Development) How will we coordinate our efforts as a school? (Leadership)	Who is at risk ?(Identify) Why are they at risk?(Diagnosis) What are we doing (Response) And is it working? (Monitor)

The following questions elaborate on our critical questions and RTI focus

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 analyzed?
- 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 organized?
- 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?
- Programs are recorded electronically on the server and contain year and term pacing guides, weekly planners and daily focus sheets, teachers print and retain a copy of their weekly, term, yearly and individual planners and associated resources in a print based work program. All planning is then stored electronically in Cloud storage at the conclusion of each school year.

Data Analysis

- The strategic directions of the School Improvement Plan (SIP) and Annual Action Plan (AAP) provide the basis for selecting data sets to be analysed and monitored for whole school and individual student progress.
- All teachers and school leaders participate in regular level and/or whole school meetings to analyse student assessment data and engage in moderation of assessment tasks.
- Data analysis considers demographic, operational, wellbeing and student outcome data as well as observation and perceptions. It includes surveys such as SIF survey, CHECHS survey and ESCI and school-developed survey instruments that assess wellbeing, student engagement and teacher practice.

- Teacher Assessment of Student Achievement (TASA) scores are analysed and monitored against other data such as NAPLAN.
- Student data is tracked and monitored by school leadership team, staff and team meetings.
- Start and end of year Data is recorded according to the school data schedule on Cleartrack the school data-tracking online module.
- Ongoing assessment recorded by teachers and Learning Support officers is stored in whole school data picture folders stored on Team Drive ..
- School, diocesan and government data requirements are implemented and utilised to improve student outcomes.
- The Unit Leader report to the leadership team on the outcome of ongoing data analysis and works with the Curriculum Leader and leadership team to monitor and implement 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, communication diaries, teacher-student-parent conferences and annotated student work samples.
- 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 is consistent with diocesan and government requirements.
- Students are given the opportunity to reflect upon and make comment on their own progress.
- Written reports include a summary of the curriculum and assessment program for the students class in all designated curriculum areas including Religious education.
- Parents are provided with a formal written report in key learning areas twice a year.
- Learning journals of students work and a formal report about work habits is sent home each term.
- Parent teacher interviews are conducted twice per year in Foundation to Year 4 and Student Led Conferences twice a year in Year 5/6.
- Student diaries, class newsletters, the weekly newsletter, the School Face book page and Google classroom 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.

Professional Learning *(see Appendix)*
- W*h*ole school professional learning plans for learning and teaching are developed and aligned to the School Improvement Plan and implemented annually with a term schedule that indicates the weekly professional learning schedule provided to staff at the beginning of each term
- Teachers develop annual individual professional learning plans (PLP's) which are discussed with the principal /team leader each term. These plans take into account the priorities and goals of the School Improvement Plan as well as staff individual priorities. All plans have student improvement as a key focus.
- Teachers will also engage in professional learning that builds their capacity to develop positive relationships and in managing conflict according to school policy. There is a weekly component of professional learning at every non face to face meeting each

11

week with a focus on data analysis or improving practice .The school is also committed to building the capacity for staff through avenues including a collaborative team approach, collegial coaching, participation in professional learning (internally and externally) and formal study .

- 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, participating in coaching and mentoring programs, actively participating in professional conversation with colleagues each week at shared planning time 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
- 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

Students:

- attend school regularly and punctually

- are organised and bring back to school as required resources such as take home books, chromebooks 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

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
- check regularly parent communication app and student learning diaries
- ensure early contact with school to discuss matters that affects their child's happiness, 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
Curriculum is reviewed regularly and curriculum documents updated periodically.
Curriculum review occurs in different ways and with different intensities
- analysis of annual surveys tools for performance and development culture of school and *The Characteristics of a Highly Effective Catholic School* (CHECHS, CEOB, 2018)
- New developments in curriculum
- School curriculum arrangements / changes
- regular analysis of student outcome data by the School Leadership Team and staff and team meetings

13

- 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 Plan through Annual Action Plans (See Appendix D)
- review and validation of learning and teaching through School Improvement (CEOB)
- review of curriculum through:
    - regular analysis of data at year/level and staff meetings and professional learning
    - auditing the curriculum against the standards each year
    - feedback from student engagement surveys including the School Improvement Survey
    - feedback from parents
    - the School Improvement (CEOB) process

Processes for formal review of curriculum:

a)   There is generally a phase of immersion of ideas, where the issues are discussed among staff, and ideas are circulated. Further input is sought through new resources, staff inservice and through the facilitation of reflection by key staff, guest speaker, or CEOB consultant.

b)   A process for formal discussion and reflection is designed and implemented. The time for this process is scheduled at staff meetings, and on Professional Development Days. When required, time is allocated for staff members to write up findings and documentation, following discussions.

c)   Any written document is then brought to staff for amendment. Once ratified, the documents are then taken to the School Board for comment.

d)   After this process, documentation is circulated as appropriate, and used for curriculum direction.

Information for Parents

Parents are informed about the curriculum through a variety of avenues, including:

- Newsletter items -Weekly Curriculum article

- Promotional information

- Parent Enrolment Handbook

- School website

- School reports

- Parent meetings offered at the school.

- Parent seminars run by the school, or external providers

- Parent /teacher meetings

- Parent involvement and engagement in class programs and outdoor activities

14

- Notes to parents re specific activities
- Annual Report to the School Community

Communication

- Staff and Parent Handbooks 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 and are provided with a CRT Handbook that outlines these expectations and practices.
- Principal provides 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 undertake induction of the policy and requirements and expectations for implementation as part of a comprehensive induction program at St Mary's.
- 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.

- *The Aboriginal and Torres Strait Islander Education Strategy (2015)*
  www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy
- VCAA Special Provision
  http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx

School Improvement School Framework

St Mary's School implements the School Improvement Framework (SIF). SIF provides a structure over a five-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 improvement
- 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, 2018). The school's Contextual Statement is also considered in developing the SIP.

Annual Action Plan

The school develops an Annual Action Plan based on the SIP and conducts weekly year level professional learning team meetings to monitor and review student outcomes using data. Principal and Leadership Team meetings have a key leadership role in analyzing 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

16

- 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 finalizing 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 and 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.

Related Policy and Documents

- Awakenings Core Document (2005, CEOB)
- St Mary's Inclusion Policy
- St Mary's Reporting Policy
- St Mary's' Teaching and Learning policy
- St Mary's Curriculum framework Policy
- St Mary's Assessment Policy

17

- St Mary's Teaching and Learning Handbook
- St Mary's Parent Handbook
- School Improvement Framework (2018, CEOB)
- Characteristics of a Highly Effective Catholic School (CEOB, 2018)
- *Disability Standards of Education 2005*
  https://www.legislation.gov.au/Details/F2005L00767

Refer ESORT
    Compliance and Statutory Requirements
        A.   Minimum Standards for School Registration and Other Requirements
    3. Curriculum and Student Learning
    3.1 Curriculum Framework
    Learning and Teaching Policy

Refer Knowledge Bank
    Compliance and Statutory Requirements
    Minimum Standards for School Registration & Other Requirements
    3. Curriculum and Student Learning
    3.1 Curriculum Framework
    Learning and Teaching Policy

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    3.1 Curriculum Framework
    Teaching and Learning Policy and Procedures Handbook

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        Curriculum Plan

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    Minimum Standards for School Registration & Other Requirements
        3. Curriculum and Student Learning
        3.1 Curriculum Framework
        Curriculum Plan

Refer ESORT
    Compliance and Statutory Requirements
            A.   Minimum Standards for School Registration and Other Requirements
        9. Enhance Principal & Teacher Performance Professional Development
        9.0 Principal and Teacher Professional Development
        Enhancing Principal & Teacher Performance and Professional Development Statement

Refer Knowledge Bank
    Compliance and Statutory Requirements
    Minimum Standards for School Registration & Other Requirements
        9. Enhance Principal & Teacher Performance Professional Development
        9.0 Principal and Teacher Professional Development
        Enhancing Principal & Teacher Performance and Professional Development Statement

Refer ESORT
    Compliance and Statutory Requirements
            A.   Minimum Standards for School Registration and Other Requirements
        3. Curriculum and Student Learning
        3.3 Monitoring and Reporting on Student Performance
        Data Collection Schedule

Refer Knowledge Bank
    Compliance and Statutory Requirements
    Minimum Standards for School Registration & Other Requirements
        3. Curriculum and Student Learning
        3.1 Curriculum Framework
        Data Collection Schedule

Refer ESORT

St Mary's School: Pursuing Fullness of Life: Student Outcomes

Compliance and Statutory Requirements
  A. Minimum Standards for School Registration and Other Requirements
  3. Curriculum and Student Learning
  3.2 Student Learning Outcomes
  Numeracy Assessment Schedule

Refer Knowledge Bank
  Compliance and Statutory Requirements
  Minimum Standards for School Registration & Other Requirements
  3. Curriculum and Student Learning
  3.2 Student Learning Outcomes
  Numeracy Assessment Schedule

Refer ESORT
  Compliance and Statutory Requirements
  A. Minimum Standards for School Registration and Other Requirements
  3. Curriculum and Student Learning
  3.2 Student Learning Outcomes
  Literacy Assessment Schedule

Refer Knowledge Bank
  Compliance and Statutory Requirements
  Minimum Standards for School Registration & Other Requirements
  3. Curriculum and Student Learning
  3.2 Student Learning Outcomes
  Literacy Assessment Schedule

Refer ESORT
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  A. Minimum Standards for School Registration and Other Requirements
  3. Curriculum and Student Learning
  3.2 Student Learning Outcomes
  Benchmark for Literacy

Refer Knowledge Bank
  Compliance and Statutory Requirements
  Minimum Standards for School Registration & Other Requirements
  3. Curriculum and Student Learning
  3.2 Student Learning Outcomes
  Benchmark for Literacy