Curriculum, Assessment and Reporting

A link to this policy is available on the McClelland College website, staff will be directed to this policy via the Staff Hand Book, parents and students will be directed to this policy via COG and the students PLJ.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing curriculum
(b) expectations for engagement with learning
(c) support available to students and families
(d) our school's policies and procedures for responding to learning needs
(e) our assessment and reporting practices

McClelland College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that students' wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school community in understanding the curriculum, assessment and reporting practices which help to foster a safe, supportive and inclusive school environment consistent with our College values.

SCOPE

This policy applies to all school curriculum across Year 7 to 12.

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POLICY

1. School profile

Often described by visitors as 'a hidden gem', when you first walk into McClelland College you will immediately notice the well-kept grounds and modern, spacious teaching & learning facilities. Of course, looks aren't everything. It is the innovative approach to teaching that sets our school apart. The passion that drives the award-winning teaching team is a dedication to Personalised Learning -delivering education that builds professional and vocational capabilities by building on students' individual strengths.

At McClelland, we support students in the exploration and development of their individual passions and talents. Key sets of relevant life-long learning skills taught throughout the McClelland Academy Program (MAP) will enable our students to be skilled in IT development, Science, Media, Business, Performing Arts and Sport.

The Elite Performance Program (EPP) is a select entry program aimed at extending junior year students in their area of passion. We design our curriculum so these students are spending more time using higher-order thinking skills and developing leadership capacity. This enables students to further increase their personal learning and continue to maintain learning above the expected level for their year group.

McClelland is also well-connected through collaboration and active partnerships with external organisations. To support the quality, reach and impact of our education, we constantly seek to improve teaching and learning outcomes through engagement with business and industry links.

2. *School values, philosophy and vision*

McClelland College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. The Curriculum at the College is designed to meet the needs of students and provide a springboard to future learning. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Underpinning practices, engagement and relationships are the College values of **Community, Ownership** and **Growth**.

The programs and teaching at McClelland College support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

To celebrate and embed our Statement of Values and Philosophy in our school community, we display posters and banners that promote our values in our school celebrate our values in our school newsletter, provide awards and recognition for students who actively demonstrate Community, Ownership and Growth, discuss our values with students in the classroom, meetings, and assemblies. Our School Wide Positive Behaviour practices include acknowledging student behaviour that is in alignment with the College values.

3. *Curriculum engagement strategies and approaches*

McClelland College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need complementary social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. In terms of the Curriculum, McClelland College provides access to and engagement with the Victorian Curriculum, VCE and VCAL/Vocational Major Curriculum. Units of work are aligned with the skills, concepts and content of the Curricula and assessment and reporting is in alignment with the expectations for Victorian schools.

A guaranteed and viable curriculum is important to the school, and particularly to our students. We have high expectations about the content we teach, the way in which we engage students in learning, and the means by which we assess their level of understanding.

A systematic curriculum planning process has been developed by the school which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on course design principles

- coaching model that allows for feedback and refinement
- consistency of design and approach
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school plans
- a guaranteed and viable curriculum based on the Victorian Curriculum F-10, VCE and VCAL/Vocational Major

Our intention is to ensure quality course development and design by having 'quality criteria'. The criteria explicitly define a good course and provide direction to teachers. The criteria are also used as a basis to provide feedback to teachers.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- curriculum that is aligned with the requisite documentation (Victorian Curriculum, VCE Study Designs, Vocational Major Study Designs)
- lessons work to develop skills and concepts that are incremental in progression and work towards building students understanding and confidence in relation to a broad range of subject and learning areas
- whole school curriculum maps are designed to ensure compliance with the expected curriculum documentation
- Learning Area Leaders have shared oversight of the curriculum documentation and corresponding assessment and reporting
- sequential learning is apparent and student progress is assessed and monitored according to levels of achievement and growth data
- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL/ Vocational Major to ensure that students are able to choose subjects and programs that are tailored Education by Design
- teachers at Example School use an Explicit Instructional Model as a framework to ensure a common and shared model of instruction that is evidenced-based and high yield teaching practices are incorporated into all lessons
- teachers at McClelland College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community, particularly during Immersion experiences for Year 7 and intrinsically linked with awards systems and acknowledgment of Community, Ownership and Growth
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents through our School Wide Positive Behaviour practices
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We have rigorous Wellbeing supports that are tailored to suit the needs of individual students
- we engage in School Wide Positive Behaviour support with our staff and students, which a diverse range of curriculum and alternative programs
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Programs

- Education programs and pathways are offered from Year 7 to Year 12
- Core and rotational programs are timetabled for students in Year 7 and 8
- Core, rotational and elective programs are offered for Year 9 and 10
- VCE and Vocational Major programs are offered for Year 11 and 12
- Individual Education Plans may support modified timetables as required on a case by case basis
- Holocaust Education is embedded into the Year 9 teaching and learning program with a unit of work that provides a depth study of:
  - Pre-war Jewish life
  - The rise of Nazi Party (up to 1939)
  - War, persecution and ghettoisation (1939-41)
  - Murder, deportations and the camps (1941-45)
  - Courage and resistance
  - Liberation, survivors and the return to life
  - Remembrance, legacy and life lessons
- Consent education is taught from Year 7-10 in the Health and PE Curriculum. It is also captured in the Senior School Study Space program with individual workshops and delivery of age-appropriate content for senior students.

Targeted

- each year group has a Sub-School Leader, Year Level Leader and Coordinator(s) who work collaboratively to who monitor the academic progress, attendance, health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- curriculum adjustments and accommodations are afforded to students in order to ensure that all students are able to access the curriculum and experience success
- Identifying and responding to the needs of students is at the forefront of pedagogy and planning. Staff have access to data informed practices and allow for accommodations and modifications in their planning. Differentiated learning opportunities are built into the EIM lesson planning documentation
- McClelland College's LIFT program supports nominated Year 7 students to improve their reading levels by carefully supporting the development of thinking skills in four specific areas. Students in the program progress with reading selected texts in structured, levelled literacy lessons. Involvement in LIFT is usually 6 to 12 months and the four areas of focus include:
- Thinking within the Text - includes searching for and using information, solving words, monitoring and correcting, maintaining fluency, summarising, and adjusting.
- Thinking beyond the Text - includes predicting, making connections, synthesising, and inferring.
- Thinking about the Text - analysing and critiquing.
- Letter/Word Study - builds letter-sound knowledge, high-frequency word recognition, and word solving skills.

- Students who can manage their own learning, work effectively in small groups or 1:1 instruction and have the motivation and willingness to improve learning outcomes for themselves would benefit from engaging in the LIFT program. This includes improvements in;
  - reading stamina
  - reading fluency
  - reading comprehension
  - writing about reading
  - word/vocabulary knowledge

  Staff delivering this program are trained in OG, Fountas and Pinnell as well as synthetic phonic instruction and multisensory structured language (MSL)
- Hands on Learning is an innovative education program that caters to the different ways young people learn. Two artisan-teachers work collaboratively with small groups of cross-age students on authentic building projects that provide a platform for students to engage, grow confidence and achieve success at school. Hands On Learning fosters strong, long term relationships that help young people develop the skills and abilities they need to succeed in work and life like collaboration, problem solving, communication, resilience and empathy.
- Elite Performance Program is designed to support students in their areas of strength and passion. Students can apply for the EPProgram with the view of enhancing their skill set and knowledge in a particular area. Accelerate is a stand-alone class that is made up of students with combined strong Literacy and Numeracy learning data. Students in the EPP are above the level in their chosen subject (Art, Science, Maths, Music) and are challenged by their teachers to continue to reach above the expected level. EPP students are not in a stand-alone class but are dispersed throughout the year 7 class groupings and are linked with a teacher mentor. 10+ and Aspire Higher program are designed to support Year 9/10 and 11/12 students respectively. The intention of this is to provide students with high ability and potential with access to supplementary lectures, sessions and workshops that extend their learning.
- Year 9 students undertake Morrisby Testing to support their understanding of possible career pathways.
- Students have the opportunity to engage in a course counselling session each year where subject preferences are made. Students typically begin this process in Year 8, in preparation for electives in Year 9.
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- McClelland College assists students to plan their Year 10 work experience supported by the curriculum in Projects and Pathways
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year and address the requisite Consent Education in the Curriculum
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see Department Information:
- Individual Education Plan and Behaviour Support Plan
  - The IEP documentation is layered and includes a range of elements that provide key organisation information such as the members of the SSG. It also details the reason for the IEP. Following this, a range of dispositions and support strategies are recorded by Learning Specialists, teachers and the staff who work directly with the student including Sub-school Leaders, Year Level Leaders and Coordinators.
  - A student voice section is completed in consultation with the students whereby they identify the areas of enjoyment, strength and have an opportunity to comment on the strategies that they feel best help their learning. Students identify goals that are personalised and these are shaped into SMART goals. The goals and plan are available to classroom teachers, monitored and updated.

- Behaviour Support Plans are tailored to meet the needs of individual students and are informed by evidence based research. Recommendations and strategies are developed with the student to support their learning and engagement. These plans are communicated with teachers and parents/carers to provide relevant and specific ways of maintaining the engagement of a young person. Considerations include strategies for classroom teachers, routines or activities for the students, safe people and locations and what to do in situations that might be escalating.
- Disability Inclusion Profile
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

McClelland College uses the following to engage and manage individual student pathways:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator
  - Pathway counselling

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

4. Assessment and reporting information

McClelland College is committed to providing students, parents and carers with information related to the progress and achievement across the learning programs at the College.

The school is required to provide parents/carers with a school report on student performance twice per year.

The report contains:
- The feedback provided by the teacher on Learning Tasks (CATs/SACs) undertaken throughout each semester.
- Information on both student achievement and progress
- A five-point scale when reporting on student achievement and progress.

- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Either a learning goals scale (MAP) or achievement standards for other areas of the curriculum.

Teacher feedback occurs throughout the learning program and unit for each subject area. Feedback may take the form of student conferencing, written feedback, verbal feedback, explicit teaching or re-teaching and student goal setting.

The Learning Task real-time-reporting provides students and parents/carers with individualised information relating to student performance. This information includes what the student has achieved or skills they have demonstrated as well as areas for further development. Teachers endeavour to make this information accessible via Compass when two weeks have elapsed from the time of assessment completion (not including school holiday periods).

Progress meetings are scheduled bi-annualy and afford parents/carers the opportunity to discuss the achievement, growth and progress with classroom teachers. This information is circulated to the community via Compass. During these meetings, academic and wellbeing matters are discussed and reviewed.

In instances where students have additional learning needs or requirements for accommodations, Student Support Group meetings will be arranged to review plans and programs in alignment with individual needs.

5. *Identifying students in need of support*

McClelland College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Example School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- referral to Hands on Learning, FL@M, LIFT, MYLNS, modified timetables

6. *Student rights and responsibilities*

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

7. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with McClelland College's Bullying policy. All students are entitled to access the Curriculum and engage with the learning tasks outlined in the documented lessons.

When a student acts in breach of the behaviour standards of our school community, McClelland College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures within the classroom are addressed in accordance with the Restorative Pyramid:

- Remind – student is given a reminder about expected behaviours
- Relocate and refocus - teacher controlled adjustments such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Relocate (external to classroom) and reflect – exit from the classroom area for an opportunity to reflect
- Remove and restore – student is exited from the classroom space to a Time Out area with a follow up opportunity to restore the relationship

Additional outcomes may include:

- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

Corporal punishment is prohibited in our school and will not be used in any circumstance.

8. Engaging with families

McClelland College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- providing opportunities to discuss the academic and wellbeing progress at Progress Meetings – held twice per year

- real-time-reporting affords students, parents and carers an opportunity to track and monitor academic progress across all subjects
- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

9. Evaluation

McClelland College will collect data each year to understand the frequency and types of curriculum specific needs/issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- teacher assessment data
- completion of examinations and learning tasks
- review of the existing curriculum documentation
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Teachers will review and refine curriculum documentation in alignment with the Study Design changes at VCE/VM and the Victorian Curriculum. Each year, curriculum documentation, assessment and reporting is updates to reflect the needs of the cohorts and programs.

POLICY REVIEW AND APPROVAL

This policy was last approved by College Council on 6th September 2022 and is scheduled for review in September 2025.