

Section: Curriculum
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REVIEW OF STUDENT LEARNING

The School recognises that it has an obligation to respond dynamically to the learning needs of each student, therefore an ongoing process for the review of student learning is in place.

Successful Student Learning

This relies on well structured lesson content, strong and ongoing feedback, accurate moderation processes and data analysis of both formative and summative assessments in addition to standardised assessments (such as PAT testing, NAPLAN, OLNA and WACE).

The professional observation and knowledge of teachers is crucial when determining each student's mastery of knowledge and skills, the evidence of their conceptual understanding, work samples through judging standards and cohort moderation, and the accurate analysis of data resulting from formative and summative assessments.

Teachers must recognise and develop each student's ability to work independently, be engaged with the task, exercise a variety of learning styles and scaffold learning to support individual achievement.

Reviewing Achievement

Teachers review student learning through their day to day formal and informal interactions with students in the course of delivery of the curriculum.

General Teachers

- Keep formal centralised Marksbooks. These must comply with the requirements of the various curricula that drive the teaching and learning programmes. For PP-10 these are the Australian Curriculum Achievement Standards. For Years 11 and 12, the WACE Courses (and VET/Endorsed Programme) Assessment Requirements are to be adhered to by teachers when designing assessments, recording the results and determining semester percentages and grades. For Pre-Kindergarten and Kindergarten programmes and assessments must adhere to the Early Years Learning Framework (EYLF).
- Achieve comparability between classes in all learning areas with more than one class, by using the SCSA judging standards and work samples.
- Use sources of external achievement and moderation, including data such as NAPLAN and OLNA results, the reports of other schools (for transferring students) and the specialist reports of external agencies should be used where appropriate in making professional judgements about student achievement.

Curriculum Leaders

- Monitor student results recorded in the centralised Marksbook.
- Oversee and assist teachers in their determination of appropriate marking schemes and rubrics and in making grading judgements.
- Ensure that teachers are in compliance with curriculum guidelines in all matters relating to determining student achievement.
- Approve achievement judgements made by subject teachers and ensure that the procedures for the determination of results have been adhered to by teachers relating to SCOSA, WACE, VET and Endorsed Programmes.
- Oversee and assist WACE subject teachers with small groups, ensuring that the School staff establish and maintain Small Group Moderation partnerships where necessary.
- Identify professional learning needs amongst the staff and make recommendations to address them.

The Associate Principal - Senior School reviews the achievement of students enrolled in WACE courses with a view to maximising the probability of graduation for each student, in conjunction with the Heads of House. They are also responsible for advising and guiding students wishing to achieve an ATAR and those wishing to pursue VET/Endorsed Programmes or other educational options – in collaboration with the Careers and Vocational Education Coordinator.

The Associate Principals are responsible to the Principal for the overall review of student achievement at the School.

The Principal is responsible to the School Council for the review of student achievement at the School.

Reviewing Progress

General Teachers

- The progress of student learning is to be reviewed both informally and formally.
- Continuously appraise their students' progress through the normal delivery of curriculum in their lessons. More formal reviews of student progress are achieved by periodic assessments. These assessments will be designed to provide reliable and valid data on the progress of students against the achievement criteria specified by each curriculum.
- Follow the School's student achievement recording procedure, which ensures that all student results be entered into centralised Marksbooks.
- Engage in longitudinal analysis of student achievement data to ascertain student progress over time.
- Use data when developing new teaching and learning experiences with the aim of consolidating, remediating or extending student learning.

- Ensure that formal and informal reviews of student progress are used to inform future programmes of work, resources, strategies and teaching practices.

Formal reviews of student progress occur at least twice per year during reporting periods where judgements are made against standards set by the various curricula.

Curriculum Leaders

Curriculum Leaders are responsible for the oversight of the review of student progress by the teachers under their jurisdictions by ensuring teachers comply with the points above.

- Monitor the timely entry of student achievement data into the Marksbooks by the teachers under their jurisdiction.
- Oversee and assist teachers in determining student progress measured against the criteria specified by the relevant curricula, in collaboration with the Deputies and Associate Principals.
- Ensure that formal and informal reviews of student progress are used to inform future programmes of work, resources, strategies and teaching practices.

Reviewing Engagement

General Teachers

- All teachers are responsible to monitor the attendance of all students in their care.
- Praise and acknowledge positive student achievements and behaviours.
- Use the School's behaviour management system to encourage positive behaviours and deter negative ones. Teachers are to use the School's electronic systems to record positive and negative behaviours and engagement and to record communications with parents.
- Communicate negative behavioural issues to the relevant Pastoral Care Leader when negative behavioural thresholds are met.
- Present authentic, engaging and stimulating lessons that are relevant to students.
- Keep abreast of contemporary pedagogy and resources and employ innovative methodologies where appropriate.
- Build positive relationships with students across the School by contributing a minimum of 40 hours co-curricular per academic year.

Curriculum Leaders

- Encourage and demonstrate contemporary methodologies.
- Model engaging and stimulating teaching practices.
- Identify the professional learning needs of the teachers under their jurisdiction and encourage and recommend them as appropriate.

The School's Leadership Team is responsible for the coordination and management of behavioural and engagement matters.

Professional judgements are made every day and during each lesson about the quality of student learning, progress, motivation and engagement. Much of this activity is guided by the professionalism and discretion of the teachers themselves. They rely on experience and the support of their peers and curriculum leaders in making these on-balance judgements. These judgements are expected to inform future curriculum and lesson planning with the aim of remediating or extending learning.

RELEVANT POLICIES

- 1.1 Assessment and Reporting
- 1.16 School Curriculum Evaluation
- 1.17 School Curriculum Plan
- 7.4 School Improvement Plan
- 7.5 School Strategic Plan