

CURRICULUM FRAMEWORK, ASSESSMENT, MODE OF DELIVERY, REPORTING AND RECORD-KEEPING POLICY AND PROCEDURE

Approving authority	Executive Management Team
Purpose	This policy and procedure has been developed to provide students, teachers, parents/guardians with curriculum framework, mode of delivery, assessment and reporting practices at Ozford College.
Responsible Officer	High School Coordinator
Associated documents	Academic Progress Policy and Procedure VCAA's Procedures for Assessment in VCE studies (available on VCAA website) Student Support and Services Policy and Procedure Record Management Policy and Procedure

1. RATIONALE

The purpose of this policy is to ensure school-based mode of learning and assessment practices align with expectations outlined by the VCAA, enhance consistency and ensure expectations are explicit for students.

This policy ensures that the College has a planned and structured curriculum to equip students with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education. Also, that the College has appropriate processes in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes.

To ensure an accurate record of students' assessment that enables effective monitoring of students' assessment to support the classroom teaching and learning process in compliance with the VRQA Minimum standards, ESOS Act, and National Code 2018 Standards 8 and 9.

To enable the school to report students' achievement to various stakeholders such as, including but not limited to, students, parents and relevant government departments and agencies.

2. SCOPE

This policy and procedure applies to all Ozford College students and staff.

3. POLICY

3.1 The College has a planned and structured curriculum that is designed to equip students with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education. The curriculum framework includes:

- a curriculum plan showing how the learning areas will be substantially addressed and how the curriculum will be organised and implemented, including number of teaching hours delivered in the eight key learning areas
- timetables that demonstrate how the eight key learning areas are delivered
- an outline of how the school will deliver its curriculum

- 3.2 The College ensures that curriculum and teaching practices is reviewed annually at the end of each year as part of its planning for the next year.
- 3.3 The College complies with all senior secondary course requirements including:
- Delivering Victorian accredited senior secondary courses and qualifications
 - Meeting the requirements for delivering a senior secondary course
 - the VCAL course will be provided in a manner consistent with the requirements of the relevant Department of Immigration Student Visa conditions that apply to overseas students.
- 3.4 The College ensures that appropriate processes are in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes.
- 3.5 The College develops a strategy to improve student learning outcomes that includes:
- review of the curriculum and teaching practices
 - setting goals and targets for outcomes for all including students at risk
 - collection and analysis of student performance data
 - use of student performance data to improve student learning outcomes.
- 3.6 The College delivers its courses using blended learning based on a face to face delivery model and does not usually deliver its secondary education coursed exclusively by online or distance learning to students. Online or distance learning is usually in addition to minimum face-to-face teaching requirements and is approved by the VCAA, the VRQA and/or the Commonwealth Department of Education as part of the registration of the secondary education courses.
- 3.7 The College will however comply with any Commonwealth and/or Victorian government restrictions that require online learning due to limitations on face to face delivery. For example, during the COVID19 pandemic, the College was required to deliver its secondary courses online during periods of Commonwealth and Victorian government restrictions including border closures.
- 3.8 Where students are required to undertake online or distance learning, the College will:
- facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of the students, including supporting and maintaining contact with students undertaking online or distance units of study.
 - take all reasonable steps to support overseas students who may be disadvantaged by:
 - additional costs or other requirements, including for students with special needs, from undertaking online or distance learning
 - inability to access the resources and community offered by the education institution, or opportunities for engaging with other students while undertaking online or distance learning.

- 3.9 Ozford College is committed to deliver high quality teaching, provide feedback and assessment practices to support students in their learning and to maximize their opportunity for achievement.
- 3.10 Assessment and Reporting is an integral part of teaching and learning. The College will assess, monitor and record all students' performance and report on performance, in writing, to parents and guardians at least twice a year.
- 3.11 The satisfactory completion of senior secondary study is an essential pathway to further studies, and/or work. It is the role of the teacher to create a culture of high expectations and success, and to enhance and develop effective relationships and learning environments which support and promote the most successful outcomes for each student.
- 3.12 The purpose of assessment are:
- to improve student learning and promote deep understanding of content / discipline areas
 - to develop students capacity to self-assess and reflect to improve their future learning
 - to improve curriculum development and pedagogy
 - to make judgements on student achievement against aims, objectives and standards
 - to be accountable to all stakeholders: teachers, students, parents, student managers, school , school board and system
- 3.13 Ozford College's Assessment Practices:
- will be integral to the teaching and learning process and will be matched to the teaching and learning aims and objectives. They will inform curriculum planning to improve student learning
 - will use a range of measures allowing students to demonstrate what they know and can do
 - will promote deeper understanding of learning processes by developing student's capacity for self-assessment so they can become more reflective and self-managing
 - will be authentic and will be based on an understanding of how students learn and require them to apply their relevant skills, knowledge and understanding to real world challenges
 - will be valid, fair and equitable and cater for the range of student learning styles
 - will have access to ongoing constructive feedback that supports their further learning
 - will ensure a shared understanding of purpose by making criteria and standards explicit to students.
- 3.14 In learning environments that reflect these Assessment Practices, the teachers:
- design assessment practices that reflect the full range of learning program aims and objectives
 - ensure that students receive frequent constructive feedback that supports further learning
 - make assessment criteria explicit and are measured against the Performance Descriptors and Assessment Criteria
 - use assessment practices that encourage reflection and self-assessment

- use evidence and analyses data from assessment to inform planning and teaching.
- 3.15 For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance in assessment tasks designated for the unit. Evidence of achievement is collected by the teacher through a range of tasks which can include School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) and formative learning tasks and coursework.
- 3.16 How a student performs in a SAC or SAT should not be the only task to determine if they have achieved a Satisfactory (S) or Non-Satisfactory (N) result for the unit. The decision to award an S or N should be made using a range of learning tasks for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S or N. This is specified in the VCAA VCE and VCAL Administrative Handbook.
- 3.17 Year 12 students and teachers of Unit 3/4 subjects are made aware that SAC scores may change following statistical moderation.
- 3.18 As required by Ministerial Order 1359 Managing the Risk of Child Abuse in Schools and School Boarding Premises, this policy is reviewed after any significant child safety incident, or at least every two years, and improved where applicable.

4. PROCEDURE

Curriculum framework

- 4.1 The High School Coordinator has responsibility for ensuring that the college has an effective curriculum framework that includes:
- a curriculum plan showing how the learning areas will be substantially addressed and how the curriculum will be organised and implemented, including number of teaching hours delivered in the eight key learning areas
 - English
 - Mathematics
 - Sciences (including physics, chemistry and biology)
 - Humanities and social sciences (including history, geography, economics, business, civics and citizenship)
 - The arts
 - Languages
 - Health and physical education
 - Information and communication technology, and design and technology
 - Child safety
 - children and students are informed about all of their rights, including to safety, information and participation.
 - the importance of friendships is recognised and support from peers is encouraged, to help children and students feel safe and be less isolated.
 - facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns.

- strategies to develop a culture that facilitates participation and is responsive to the input of children and students.
 - provide opportunities for children and students to participate and are responsive to their contributions to strengthen confidence and engagement.
 - access to sexual abuse prevention programs and to relevant related information in an age-appropriate way
 - timetables that demonstrate how the eight key learning areas are delivered
 - an outline of how the school will deliver its curriculum
- 4.2 The High School Coordinator ensures that the College has student attainment and administration documentation in accordance with the requirements of the awarding body.
- 4.3 The High School Coordinator ensures that the College provides staff and students with current and accurate information about the awarding body's requirements including course standards, timelines and qualification requirements.
- 4.4 The Principal and the High School Coordinator review the curriculum and teaching practices annually at the end of each year as part of its planning for the next year. The review includes:
- Review of the curriculum and teaching practices to confirm it complies with the VCAA requirements and is student focussed.
 - Considers any VCAA policy or curriculum changes
 - Review of student performance data
 - Seeking and reviewing teaching staff feedback on the curriculum, timetabling and student performance outcomes.
 - Seeking and reviewing support staff feedback on the learning needs and support supplied to students.
 - Obtaining student feedback on the College services including academic delivery and student support.

Student performance analysis

- 4.5 The Principal and the High School Coordinator have responsibility for ensuring that appropriate processes are in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes.
- 4.6 The College collects data about student performance throughout the calendar year that includes:
- Student data including:
 - learning outcomes
 - assessment participation
 - assessment outcomes
 - Seeking and reviewing teaching staff feedback on the student performance.
 - Seeking and reviewing support staff feedback on the learning needs and support supplied to students.
 - Obtaining student feedback on the College services including academic delivery and student support.

- 4.7 The High School Coordinator will review and update the College Student Performance strategy to improve student learning outcomes at the end of each year as part of the planning process. The College Student Performance strategy includes:
- The review of the curriculum and teaching practices (set out in the previous section)
 - setting goals and targets for outcomes for all including students at risk
 - collection and analysis of student performance data
 - use of student performance data to improve student learning outcomes.

Assessments:

- 4.8 Teachers are required to refer to their prescribed Victorian Curriculum (Foundation to Year 10) or Study Design (VCE) in planning each subject's teaching and learning:
Year 10: <http://victoriancurriculum.vcaa.vic.edu.au/>
VCE: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>
- 4.9 Assessment of students' learning will correspond and be reflective of the curriculum covered in class. These assessment tasks will be an integrated in the curriculum planning and will be recorded in the curriculum documents of each subject.
- 4.10 Assessment tasks will enable teachers to monitor the effectiveness of the teaching and learning process in their classroom. This will be the main consideration in deciding the frequency of assessment as well as the guidelines of VCAA and the VCE Study Designs.
- 4.11 Assessments will be planned with a focus on the outcomes to be achieved.
- 4.12 A range of types of assessment will be used including self and peer assessment, portfolios, projects, questioning, formal tests, research projects, practical reports, investigations, problem solving, modelling, learning logs/journals.
- 4.13 Teachers must specify the work that a student must do to achieve a Satisfactory (S) outcome.
- 4.14 Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.
- 4.15 There should be a variety of assessment tasks to suit all learning styles (seek advice from the document titled 'advice for teachers' available on VCAA subject study design page).
- 4.16 Assessment tasks include formative and summative assessment, taking formal and informal forms as appropriate for the objective of the tasks. Each subject will also have an end-of-semester examination which will be conducted during the examination period as scheduled by the Head of High School.
- 4.17 Teachers are encouraged to refer to VCAA guidance and online resources (available on VCAA website) on assessments to improve their formative assessment practices, the Victorian Curriculum and Assessment Authority (VCAA) has developed a series of online resources.

- 4.18 Prior to the commencement of a task, students will be provided with the criteria against which the task will be assessed. Rubrics can be used to indicate progressive stages.
- 4.19 After work is submitted and marked, teachers must provide feedback to students with advice on where and how improvements can be made, areas for further learning and whether an 'S' or 'N' result has been decided.
- 4.20 VCAL students should be informed that attendance is mandated by the VCAA.
- 4.21 Students are required to attend all scheduled classes and, in accordance with the VCAA rules, the school may assign an 'N' if there is a substantial breach of the attendance rule.

Record Keeping:

- 4.22 Record of students' assessments result will be kept by teachers in a systematic way, such as by recording them in electronic form – on Compass Student Management System (Compass) Learning Task tab and on MS Excel spreadsheet established for SAC records and at Year 10 – an electronic spread sheet mark book.
- 4.23 Students' SACs (School Assessed Coursework) works prescribed by the Victorian Curriculum and Assessment Authority will be kept until the end of term one of the following year in a secure storage area.
- 4.24 Each subject's assessment tasks, as outlined in its curriculum document, will be stored electronically in the Curriculum folder on the High School R Drive on the school intranet. This folder will be periodically backed up to maintain the integrity of the record. The tasks will include the due date and/or the test date.
- 4.25 For students who have not achieved satisfactory outcome for any assessment task, teachers are responsible for issuing Notice of Failure (NOF) and provide students with opportunity to redeem the outcome. A copy of the NOF must be issued to the student and a copy provided to Student Services Officer and details recorded on Compass to tracking and monitoring.

Reporting:

- 4.26 The aim of student reporting process is to provide information about students' academic progress to students and their parents. The purpose of reports is to comment on the strengths, weaknesses and areas of improvement for each student. This is an assessment based on their performance in work requirements / outcomes / SACs. Progress is measured according to the assessment criteria or learning outcomes published in the VCAA Study Designs and Victorian Curriculum.
- 4.27 Each subject will have one report template available on Compass – Interim in Term 1 & 3 and Full Semester Report in Term 2 & 4.
- 4.28 The following report writing timeline is generally applicable, with specific due dates for each semester accessible on the High School calendar.

Tasks	Due Date
Report Completion on Compass	The last Wednesday of the term/semester
Proof Reading by Report Buddies	The last Friday of the term/semester
Circulation of reports	Reports will be made available on Compass for students and parent access generally during the first week of the following semester or the 3 rd week of holiday (for end of year report)

4.29 **Recording overall Unit Result and Unit Outcomes:**

The student will receive an S (satisfactory) for a unit or an outcome if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

The student will receive an N (not satisfactory) for the unit or an outcome when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated, for example through lack of attendance
- there has been a substantial breach of VCAA rules and the school's rules and procedures.

The student will receive an NA (Not Assessed) for a unit or an outcome if result was not awarded due to late intake into the subject or the student is no longer attending a unit but have not officially withdrawn.

Note that if an outcome is **Not Satisfied** then the student will receive an overall **Not Satisfactory** unit result.

4.30 **Recording Assessment Tasks Achievement**

Each assessment task is marked out of 100%. Teachers will provide the actual mark achieved for each assessment graded in %.

4.31 **Recording Comments**

Written comments will address the work requirements with specific comments on the student's skills and knowledge. General comments with little explanation are not very useful to students. Comments will refer to outcomes and SACs.

If an N or NA result is provided, the comments need to explain why the N was given e.g. ".....did not submit the essay, therefore received an N..." the N could also be given if the work was not satisfactory e.g. "...handed in the essay on the studies text, but it needed far more detail. Despite being given the opportunity to resubmit....chose not to do so."

If the student was absent for the work requirement NA (not assessed) was recorded. This needs to be clarified in your comments on the report. The absence needs to be a bona fide one, not just staying away on the day of the test etc.

4.32 Recording other report elements

Student's general study skills and performance is rated from very high to very low to reflect their performance in the areas below: Completion of Homework, Organisational Skills, Attitude / Participation and Punctuality/ Attendance.

Saving and Proof Reading Reports

4.33 Staff will write their reports directly onto the Compass student management system. It is vital that reports are proof read before they are published.

5. FEEDBACK

Feedback or comments on this policy and procedure is welcomed by the listed responsible officer.