OUR MISSION
Shaping rigorous minds
and compassionate hearts

OUR VALUES
Wisdom, Grit,
Love and Hope

OUR VISION
SCBC is a thriving Christian community
that inspires learning as a means of
transforming and empowering lives

2.1.1   Student Learning and Review Policy - Secondary

Narrative

Since the Principal's commencement in October 2010, the College has been increasingly focused on researched variables specific to; School Effectiveness, School Improvement and Organisational Features of successful schools (based upon meta studies within Western countries).

Policy

Learning involves planned and unplanned experiences. This Policy and Procedure is specific to planned learning experiences in courses offered by SCBC. Student success is determined by the effective delivery of each course. It is an implied understanding that John Hattie's meta-analysis (University of Melbourne) attributes the following weightings to student success:

- ✓ 50% variance is the student's inputs.
- ✓ 30% is the teacher. The below three factors make up the remaining 20%.
- ✓ 10% school (varies between 5-10%)
- ✓ 10% home (varies between 5-10%)
- ✓ 10% peers (varies between 5-10%)

SCBC is committed to the individual success of all students in all courses, primarily focussing on the improvement of staffing. Concurrently, there is a strategic focus on reviewing student interests and course delivery.

Scope

This procedure applies to all Secondary coursework at SCBC.

Procedure

OVERVIEW OF SECONDARY ASSESSMENTS AND DATA ANALYSED WITH THE AIM OF DETERMINING STUDENT LEARNING AND ENGAGEMENT

Assessment	- Staff responsible - due date - location on Teams/Secondary leadership	Information gathered/analysed	How it is used to support planning for improved student learning.
ACER	1. Heads of Science, Math, and English ensure their staff complete these assessments report by the **end of week 4.** 2. **HoLAs**: ACER summary report **in:** 3. **HoLA/Curriculum Evaluation folder** 4. **DHoC** recommendations to **HoS**	For each learning area: - Individual student performance of note - Areas of strength and weakness across each year group. - Average level of achievement relative to Australian standard	- Staff modify future learning programmes to address areas of weakness in students. - Leadership staff evaluate the effectiveness of the previous year's resources, curriculum and what changes are required.
NAPLAN	1. Heads of Maths and English 2. **June/July** 3. **HoLAs** NAPLAN summary report – in **HoLA/Curriculum Evaluation folder** 4. **DHoC** recommendations to **HoS**	For each learning area: - Individual student performance. - Areas of strength and weakness across each year group. - Average level of achievement relative to Australian standard.	- Staff modify future learning programmes to address areas of weakness in students. - Leadership staff evaluate the effectiveness of the previous year's resources, curriculum and what changes are required.
OLNA	1. Heads of Maths and English 2. Round 1 -**May** Round 2- **October** 3. **HoLAs:** OLNA summary report **in HoLA/Curriculum Evaluation folder** 4. **DHoC** recommendations to **HoS**	For each learning area: - Individual student performance. - Areas of strength and weakness across each year group. - Average level of achievement relative to Australian standard	- Staff modify future learning programmes to address areas of weakness in students - Leadership staff review the effectiveness of the previous year's results, resources, curriculum and what changes are required.
Semester 1 and Semester 2 Class reflections Year 7-12	1. Subject teachers reflect and report student results and progress to HoLAs. 2. End of each Semester 3. **HoLAs:** Dept Semester summary report **in HoLA/Curriculum Evaluation folder** 4. **DHoC** recommendations to **HoS**	For each learning area: Individual student and class performance. - Areas of strength and weakness across each year group. - Average level of achievement relative to Western Australian Curriculum. - Progress across Learning Area	- Staff modify future learning programmes to address areas of weakness in students - Leadership staff review the effectiveness of the previous semester's year's results, resources, curriculum and what changes are required.

Year 11 and 12 SAR (Students at Academic Risk)	1. **Teachers** review progress in courses of study, report concerns to parents and consult **HoLAs**. HoLAs meet directly with SAR students and monitor progress and reinforce specific support. 2. Week 4/5: Term 1 3. **Deputy Head: Curriculum** (DHoC) reviews data, works collaboratively with staff, HoLAs and counsels students and parents- makes recommendations. **DHoC** recommendations to **HoS** 4. **Week 5 -7 Term 1.** 5. Students at Academic risk **doc, notes and planners in Secondary staff/Curriculum/ folder SEQTA records: Parent Interaction**	Year 11 and 12 Student achievement in: - first major assessment T**erm 1 wk 4** - Semester 1 exam - Semester 2 exam	- For students with one poor result individual staff contact parents to notify and discuss plan. HoLAs work with teachers to provide recommendations and reinforce support to students. HoLAs meet with students of concern to reinforce support. - For multiple poor results DHoC contacts students and parents to discuss and consider subject and or pathway changes.
Yr 12 ATAR Results	1. Heads of Learning Areas report to DHoC then HoS. 2. **HoLAs: end of Week 2-3: Term 1** 3. **HoLA/Curriculum Evaluation folder** 4. **DHoC** report and recommendations to **HoS**	ATAR results for each subject: - individual exam results relative to school mark - student WACE exam average result relative to school mark. - Class average v state average - General PMI	Leadership staff determine the effectiveness of staff, curriculum, course counselling and changes required.
WACE Attainment	1. DHoC reports to HoS 2. **end of Week 3: Term 1** 3. **HoLA/Curriculum Evaluation folder**	- Number and % of students achieved WACE - Reasons for each Student not achieving a WACE	Leadership staff determine the effectiveness staff, curriculum, course counselling and what changes are required.
Attendance	1. **DHoW**– 2. **First week of each Term** for previous Term and **end of year** for the whole year: 3. **HoY folder**	Attendance rates for each year group for each Term and year of schooling. % Absence notes missing	Feedback given to form teachers and students and parents contacted as required.
Existing Student Numbers And student enrolled for next year.	1. **Enrolments Officer** 2. **End of each Term**: 3. **Secondary Leadership General**	Total Number of students New Students – scholarship New students – no scholarship Next year - current enrolment - Year 6 student numbers	HoS uses to determine: - ongoing viability of the College - student/parent satisfaction - the number of classes/courses/teachers for the following year.

Behaviour	1. DHoW– 2. **First week of each Term** for previous Term and end of year for the whole year. 3. **HoY folder**	For each year group: - number of students asked to leave College - number of suspensions - number of students on each level	Assist with determining long term effectiveness of discipline system and also behaviour of students

Course Reviews

1. Heads of Learning Areas have the jurisdiction of authority to review courses offered within their learning area. The Secondary Curriculum Co-ordinator has jurisdiction of authority over teacher's programmes.

2. Courses (including programmes) are reviewed annually according to their merits and student interest.

3. Heads of School oversees a range of reviews with leadership staff including:

   - Specific purpose reviews – looking at courses according to overarching levels of student achievement. Specific purpose reviews also include looking at 'options' (both Primary & Secondary) and associated students needs and interests. This is achieved by feedback from Curriculum Co-ordinators (both Primary & Secondary).
   - Standard reviews – In Primary and Secondary, leadership staff have the delegated responsibility to review courses within and across year groups.
   - Major reviews - high level reviews of year groups and faculties

4. Heads of School will appoint leadership staff (e.g. Co-ordinators of Curriculum) to annually review courses and overarching student progress.

Review Process

1. Delegated reviewers will consider principles of quality assurance using the National School Improvement Tool as a guide:

   - An explicit improvement agenda
   - Analysis and discussion of data
   - A culture that promotes learning
   - Targeted use of school resources
   - An expert teaching team (quality of individual staff and the effectiveness of their teamwork)
   - Systematic curriculum delivery
   - Differentiated teaching and learning
   - Effective pedagogical practices
   - School-community practices

2. The evaluations will focus on the overarching effectiveness of courses, including programmes, and will involve more than one faculty and year group.

3. Reviewers will conduct their evaluation in accordance with the above terms of reference informed by Heads of School, in respect to relevant quality standards and practices e.g. AQS, EYLF, Curriculum Framework, and Australian Curriculum. The terms of reference will be relevant to each area of specialisation (i.e. learning areas).

Course Evaluation Process

1. Course evaluations usually consist of a number of steps:

   - Self-assessment by the teacher
   - Discussion and review of the self-assessment with the line manager (e.g. HoLA, or Curriculum Co-ordinator in Primary and Secondary)
   - Feedback from students and staff
   - Feedback to relevant Curriculum Co-ordinators (Secondary)
   - Reporting to Heads of School, then to the Principal, for keeping the Board informed of progress.

2. Course Self-Assessment

   - Teachers will seek feedback from students informally and formally (e.g. using surveys). The choices of feedback will be age appropriate.
   - Heads of Learning Areas and Co-ordinators will discuss the results and suggest improvements with teaching staff.
   - Curriculum Co-ordinators will communicate findings and respond with improvement strategies in consultation with the relevant Heads of School.
   - Heads of School will communicate findings and responses to the Principal as part of regular fortnightly meetings.

3. The course reviewers will prepare a self-assessment report on processes and outcomes based on a range of information and evidence to support its conclusions, including the:

   - overall aims of the course;
   - course objectives/outcomes and how course structure and teaching arrangements meet those objectives;
   - processes in place to ensure that students are aware of and understand course and unit objectives, and expected outcomes;
   - processes to ensure the effectiveness of assessment and assessment practices, age relevant, and how this contributes to student learning;
   - processes in place for evaluating and monitoring course and student outcomes and how student feedback and other performance data are used to monitor and improve courses and outcomes;
   - issues of course management, including processes in place for achieving effective co-ordination of learning experiences.
   - Where appropriate (e.g. national testing), referencing national and where relevant, international benchmarks; and
   - recommendations on areas for improvement, giving attention to prioritising the recommendations, and a clear statement as to how these might be achieved.

Evaluation, Discussion and Review of the Self-Assessment

1. The relevant Heads of School will oversee the activities (process and practice) of the delegated reviewer/s.
2. The in-line manager (delegated reviewer) will meet to review the self-assessment instrument.

Feedback from Students and Relevant Staff

Feedback will be obtained from students, in-line managers, and external reference groups e.g. School Moderation groups.

Feedback to the Principal

Heads of School will provide verbal and written feedback on course reviews, its findings, outcomes and responses to the Principal.

Reporting by the Principal to the School Board

Following discussion, the Principal will prepare a report for the Board in alignment with School Registration requirements. It may also include:

- strengths and weaknesses of the courses;
- recommendations on how to improve course delivery standards; and
- areas for improvement.

Actions and Outcomes

b.   Staff responsible for courses will make recommendations to their respective line managers annually to prioritise and enact suggestions for improvements.

c.   Heads of School will incorporate recommendations for improvement in their annual School Improvement Plans

Related Documents

- School Improvement, School Effectiveness, and Organisational Features (Instrument by Des Mitchell).
- National School Improvement Tool (Instrument created by ACER)

Definitions

Term	Definition
Reviewer	The delegated responsibility for reviewing a course
Course evaluation	The process of evaluation as determined by Assistant Principals
Heads of School	Delegated authority for courses in Primary and Secondary
Course Assessment	The instrument (e.g. survey, ATAR results, national assessments) used to help determine course effectiveness
Self-assessment	The process undertaken by staff for their course
School Board	Governance authority for SCBC

School's Delegated Authority

Head of Primary is responsible for implementing course reviews in the Primary School.

Head of Secondary is responsible for implementing course reviews in the Secondary School.

Date Reviewed: 01/04/2021

Next Review: Term 3, 2023