



Overview

This policy identifies the requirements that Woodville High School must meet in planning and implementing our curriculum, pedagogy, assessment and reporting practices. It gives direction to educators and all staff about what will be taught, how it will be taught, assessed and reported. Together with the department's standard of educational achievement (SEA), the policy outlines expectations for delivering curriculum to optimise the engagement, challenge, progress and achievement of learners from Year 7 to Year 12 at Our Woodville. This policy applies to all educators and staff working at Woodville High School.

Detail

The Chief Executive has authority to determine the curriculum used in government schools, under the 'Education and Children's Services Act 2019 Education and Children's Services Regulations 2020'. The Australian Curriculum is the mandated curriculum for government primary and secondary schools from Reception to Year 10. Practice in government schools is directed by the Curriculum, the South Australian Certificate for Education (SACE), the Teaching for Effective Learning framework, Australian Professional Standards for Teachers and the Australian Professional Standards for Principals. At Woodville High School, we also utilise the Art and Science of Teaching (ASoT) pedagogical framework to support practice. The department's standard of educational achievement states "all children and young people progress and achieve at or above their year appropriate level." This standard must be used by all government preschools and schools to monitor all learners' educational progress and achievement against expected achievement targets. In addition, this policy ensures consistency and compliance with other government acts and regulations.

Learner diversity

Learner populations are diverse in any high school. At Woodville High School we value the super diversity of all learners, whether it is culturally, linguistically, socio-economically and/or gender focused. Educators must provide appropriately challenging, responsive and supportive curriculum, pedagogy, assessment and educational pathways for all learners to optimise their engagement, challenge, progress and achievement inclusive of:

Aboriginal learners

The National Aboriginal and Torres Strait Islander Education Strategy provides the overarching framework that must guide the education of all Aboriginal children and young people from birth through to further education and employment pathways. Educators are expected to use the curriculum and pedagogical frameworks referenced in this policy to design teaching and learning programs that are inclusive of and set high expectations for Aboriginal children and young people.

A OnePlan must be developed with explicit learning goals, used purposefully to improve the learning outcomes of all Aboriginal and Torres Strait Islander learners and reviewed at least annually.

The 'South Australian Aboriginal Education Strategy 2019 to 2029' provides the vision and principles the department expects to be adopted and adhered to in the teaching and development of Aboriginal children and young people.

Learners for whom English is an Additional Language or Dialect (EALD)

Educators of EALD learners are expected to use the curriculum to intentionally design and implement teaching programs that support EALD learners develop their knowledge and use of the English language, understanding of Australian society and the learning practices required for schooling that other learners may have already acquired. Staff are required to work collaboratively with EALD specialists and bilingual staff to deepen their understanding of their EALD learners' strengths and educational needs to inform their planning.

EALD specialists in mainstream settings and those working with new arrivals who are learning English must use data and their expert understanding of the English language and the cultural and English demands of the curriculum to inform programming, monitoring and reporting on EALD learner progress and to prioritise support for EALD learners. Refer to the Language and Literacy levels across the Australian Curriculum: EALD students to inform programming and planning.

Learners with a disability

Educators are expected to use effective teaching strategies and/or make adjustments to maximise the engagement and expected achievement of learners with a disability. These adjustments can be Quality Differentiated Teaching Practice (QDTP), Supplementary, Substantial or Extensive adjustments, which can be documented in line with the Nationally Consistent Collection of Data (NCCD). An inclusive and personalised learning program that meets the requirements of the Australian Curriculum or the SACE (including the Modified SACE) and the goals of the learner's OnePlan must be developed. The plan must be documented and intentionally used for all learners with disability and reviewed annually or as needed. Learning programs must acknowledge the capacity and capabilities of the learners with a disability and incorporate reasonable adjustments and/or modifications to teaching, learning and assessment strategies and the learning environment as necessary to ensure their access and participation on the same basis as their peers.

Programs must be in line with legislation including the 'Disability Discrimination Act 1992a and the Disability Standards for Education 2005'. Refer to the children and students with disability policy and the on the same basis resource on the Disability Standards for Education page for more information and guidance.

Learners in care (formerly under the Guardianship of the Minister)

Children and young people in care (under guardianship) have been removed from their family by the Youth Court and placed in the care of the state. Educators have a responsibility to provide inclusive and supportive learning environments and opportunities for children in out-of-home care to meet their educational potential. Educators are expected to use the curriculum and pedagogical frameworks referenced in the policy to design teaching and learning programs that take account of issues affecting their wellbeing, which are often complex. Successful engagement and achievement for these learners is dependent on carefully coordinated and communicated actions with all key people involved. Educators must actively engage with the Senior Leader of Wellbeing & Inclusion to ensure the progress, achievement and wellbeing of these learners.

Learners in out-of-home care must be enrolled by their Department for Child Protection case worker in conjunction with the Team Manager of Student Support Services (Department for Education). A OnePlan must be collaboratively developed within one month of enrolment and reviewed annually, or as circumstances change. Refer to the 'Children and young people in care under the guardianship of the Chief Executive, Department for Child Protection' for more information and resources.

Gifted and talented learners who require significant adjustments to engage them in their learning

Educators must ensure that gifted and talented learners participate in appropriately engaging and challenging learning activities that foster wellbeing and the achievement of learning outcomes that are consistent with their abilities. This will lessen the significant risk of these learners underachieving and/or not completing secondary education. Curriculum differentiation and adjustments for gifted and talented learners must consider, 1.extension beyond the year level curriculum and achievement standards and pursuing studies at greater breadth, depth and complexity, 2.enrichment through co-curricular programs and working with intellectual peers, 3.acceleration into any level of education, flexibility in timetabling, year-level acceleration and tertiary pathways.

For gifted and talented learners whose abilities require significant adjustments to engage them in their learning, schools are expected to negotiate and document a OnePlan collaboratively with the learner, parents/caregivers and other relevant professionals, and review the plan at least once a year.

Learners on a Flexible Learning Options Program

For more specific information refer to the Flexible Learning Option (FLO) enrolment procedure for requirements for FLO enrolled students. A OnePlan must be documented for these learners.

Curriculum

Year 7 to Year 10

Educators must use all 3 dimensions of the Australian Curriculum for planning and teaching. This includes all learning areas, general capabilities, and cross-curriculum priorities. Staff across the school need to make sure learners are given the opportunity to engage with and achieve in all 8 learning areas of the Australian Curriculum at relevant year levels. In addition to the Australian Curriculum, we can begin teaching SACE subjects from Year 10, in particular, the SACE Stage 1 Exploring Identities and Futures subject. Some gifted and talented learners may be accelerated into SACE subjects earlier than Year 10 if required. Educators must also meet the requirements of the child protection in schools, early childhood education and care policy by delivering the 'Keeping Safe: Child Protection Curriculum'.

The documented curriculum should be sequenced in a curriculum map for every Learning Area and every Year Level. This is aimed to ensure each student at Woodville High School achieves their curriculum entitlement and that there is a consistent delivery of curriculum from one classroom to the next. This documented curriculum must be reviewed annually to ensure the curriculum is constantly reviewed and innovated, utilising relevant data sets to inform the review and planning for the following year.

Years 11 and 12

The 'Education and Children's Services Act 2019 (SA)' and 'Education and Children's Services Regulations 2020 (SA)' requires children of compulsory education age to participate in a full-time approved learning program or in a combination of approved learning programs delivered through a school, university or registered training organisation an apprenticeship or traineeship. Educators must adhere to SACE policies, procedures and guidelines relating to subjects and courses. In addition, educators must also meet the requirements of the safeguarding children and young people policy by delivering the 'Keeping Safe: Child Protection Curriculum'. Teachers have a professional responsibility to document their selection and sequencing of learning experiences and assessment tasks reflecting the curriculum requirements and the diversity of student learning needs in their classes through a Learning and Assessment Plan (LAP).

The documented SACE curriculum should also be sequenced in a curriculum map displaying the order of units and the deadlines for each task and published to students, staff and families. This is aimed to ensure each student at Woodville High School achieves their curriculum entitlement and that there is a consistent delivery of curriculum from one classroom to the next. This documented curriculum must be reviewed annually to ensure the curriculum is constantly reviewed and innovated, utilising relevant data sets to inform the review and planning for the following year.

Pedagogy

Year 7 to Year 10

Educators are required to use the Art and Science of Teaching (ASoT) Framework and the Teaching for Effective Learning Framework to inform how they teach the required curriculum and to be inclusive of the diversity of learners. Educators must also utilise culturally responsive pedagogies to support the personalisation of learning. Educators are to utilise the WHS Teaching Agreements to implement High

Impact Teaching and Wellbeing Strategies to inform their classroom practice. The focus must be on improving all learners' engagement, intellectual challenge, progress and achievement throughout every unit. Staff should also utilise the Woodville High School Differentiation Model to support them to meet the needs of every individual learner.

Educators are required to deliver Learning Goals and Proficiency Scales, in line with the ASoT Design Question 1. Learning Goals must be aligned to the Australian Curriculum Achievement Standards, must be in student friendly language and referred to throughout the learning process. Proficiency Scales must be written to support students to understand how to reach the achievement standard (Level 3 of a proficiency scale) and what they be able to know, understand and do to surpass the achievement standard (Level 4). Proficiency Scales must be referred to throughout the learning process to support students to understand what they need to do, to promote a growth mindset and to provide opportunities for individualised, small group and whole class feedback.

Years 11 and 12

Educators are required to use the Art and Science of Teaching (ASoT) Framework and the Teaching for Effective Learning Framework to inform how they teach the required curriculum and to be inclusive of the diversity of learners. Educators must also utilise culturally responsive pedagogies to support the personalisation of learning. Educators are to utilise the WHS Teaching Agreements to implement High Impact Teaching and Wellbeing Strategies to inform their classroom practice. The focus must be on improving all learners' engagement, intellectual challenge, progress and achievement throughout every unit. Staff should also utilise the Woodville High School Differentiation Model to support them to meet the needs of every individual learner.

Educators are required to deliver Learning Goals aligned to the Performance Standards for each subject. Learning Goals must be in student friendly language and referred to throughout the learning process. Performance Standards must be used throughout the learning process so that students understand the criteria within each task.

Assessment

Year 7 to Year 12

Educators will assess and report on learners' progress and achievement using a balanced range of evidence, collected against the Australian Curriculum achievement standards and the SACE Performance Standards. Educators are expected to collaboratively moderate to ensure both consistency of judgements about learners' achievement, and high-quality learning outcomes.

Assessment is the ongoing process of gathering, analysing, and interpreting data about learners' progress and achievement to improve learning and to support growth along a learning continuum. Deeply embedded in the learning and teaching cycle, the assessment process provides reliable and valid evidence of a student's learning and informs adjustments to teaching strategies that influence the nature, amount, and rate of learning. Learning about learning is fundamental in a society where knowledge is expanding at an exponential rate.

Assessment at Woodville High School requires leaders, teachers, and learners to learn alongside one another, as they uncover evidence that informs both learning and teaching. Learners use both assessment and feedback to reflect on and evaluate their own progress, while teachers and leaders use assessment and evidence to inform and shape the design for learning. It identifies what students know, understand, can do and feel at different stages in the learning process.

As a school we are committed to supporting teachers to develop a curriculum that is innovative, inclusive and values all pathways. One that focuses on the academic, social, spiritual, and emotional development of all learners. The purpose of assessment is to improve our students' ability to learn and to give them an opportunity to demonstrate what they know, understand, and can do in a range of assessment conditions.

Assessment is the key component that allows us to effectively differentiate the curriculum and personalise learning. At Woodville High School, we believe that the best assessment:

- is ongoing, relevant, and authentic
- is designed to ensure inclusion, connection, and engagement with learning by responding to learner capabilities
- is used as a tool for gathering evidence about student learning and informs improvement in curriculum design and pedagogy
- develops and demonstrates students' knowledge, understanding, skills and dispositions
- enriches and informs teaching and learning experiences
- is used to report effectively to students and their parents/caregivers
- provides information about where students are in their learning, their depth of understanding and transferability of knowledge, skills, and capabilities
- monitors student progress and learning over time to provide evidence of growth
- is used to shape improvement at every level of the schooling, promoting equity and excellence in schooling for all learners.

Every young person is unique and has a personal narrative, a story of experiences that influences what they question, the answers they seek, the possibilities they see, and the ways they come to know truth. Assessment is a means of uncovering the narrative of our learners: their progress, success, and challenges in learning. At its best, assessment engages students, teachers, and families in an authentic relationship with learning. This forms the basis for learning partnerships that enable the full flourishing of every student across all learning domains.

Accessibility assumes that the diversity of learners is provided with access to their curriculum entitlement. The dignity of the child has been respected when learning environments and opportunities for learning take account of the diversity of learners and their rights as learners. Accessibility encompasses issues of provision that are understood in terms of access.

The dimensions of learning described in the Australian Curriculum provide the basis of student entitlement to which all students are guaranteed access. Each student has the right to access, participate and learn by engaging authentically with the curriculum; and receive feedback on their learning at the level appropriate to their age. Therefore, assessment will be focused on learner growth, relational, transformational, ongoing and continuous.

Specifically when assessing the Australian Curriculum for Year 7 to Year 10, a minimum of one common assessment task is required each term as well as a portfolio of student work to show evidence of what each student knows, understands and can demonstrate. For Year 11 and Year 12 students and all other SACE subjects, teachers must follow the SACE assessment and moderation SACE policies, procedures and guidelines.

Reporting

Year 7 to Year 12

All reception to year 10 educators must report formally in writing twice per year to learners and their parents/caregivers about the learner's progress and achievement in relation to the Australian Curriculum achievement standards for all learning areas using the grades A to E or word equivalents. For all SACE subjects, teachers are responsible for reporting school-assessed SACE and Vocational Education and Training results to the SACE Board through SACE schools online (login required).

In addition, schools are expected to provide descriptive reporting about the learner's engagement and achievement, what they have learnt, what they need to learn next, how the teacher, student and parent/caregiver can support these next steps to happen.

WHS Continuous reporting model

Woodville High School delivers a continuous reporting model at all year levels. Continuous reporting or progressive/ongoing feedback refers to the process of teachers providing timely and targeted feedback to students about their learning progress in a subject. This is done through an online system and the feedback and assessment information is then made visible/accessible to students and their parents/caregivers.

Why move to a continuous reporting model?

The main benefit of this model is that students and parent/caregivers receive feedback in a 'timely' manner about how the child is progressing. This enables teachers to provide limitless feedback either written, audio or video, along with the assessment rubric with the option to upload annotated student work directly to students and their parent/caregivers.

Continuous Reporting requirements

Educators are required to provide written/voice recorded individualised feedback to each student at least once per term based on their performance in a common assessment task. This feedback must include their overall engagement and achievement, what they have learnt, what they need to learn next and how they should aim to improve their learning.

Why is feedback important for learning and teaching?

Feedback is a key element of the incremental process of ongoing learning, teaching and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners.

Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress. Effective feedback is designed to determine a learner's level of understanding and skill development to plan the next steps towards achieving the learning intentions or goals. Feedback is one of the most effective teaching and learning strategies and has an immediate impact on learning progress. High-quality feedback is specific and ongoing. When delivered on time, Hattie's research shows feedback has an effect size of 1.13 on learning achievement.

Electronic Marksbook

Educators are required to maintain their online Marksbook on SEQTA, which captures the formative and summative data for assessment. This will be accessible to students, staff and families via the online platform. The grades within the Marksbook will be used to populate the Learner Review Model so that we can track and monitor students' progress weekly. *

End of term reports

There will be an end of term report for all four terms throughout a school year. These reports will have the subject name, teacher name, student name, term grades and tick boxes relevant for their learning progress and achievement. These reports will be available to students and families electronically at the end of each term, unless a request is made for a printed copy.

Learning Conferences

Throughout the year there will be two Learning Conferences hosted by the school where students, parent/caregivers and teachers can meet to discuss each child's progress, engagement, wellbeing and achievement. The first will occur at the beginning of Term 2. The second will occur midway through Term 3.

Grading of assessed work:

Educators are required to report to parents/caregivers using an A-E grade for the Australian Curriculum in Year 7-10. The grades have a written equivalent:

Grade	Description	Band Range/Percentage
A	Your child is demonstrating excellent achievement of what is expected at this year level.	Score: 16.5 – 20 Percentage: 83% - 100%
B	Your child is demonstrating good achievement of what is expected at this year level.	Score: 13.5 – 16.5 Percentage: 67% - <83%
C	Your child is demonstrating satisfactory achievement of what is expected at this year level. Your child is achieving the standard required at the relevant year level.	Score: 10 – 13.5 Percentage: 50% - <67%
D	Your child is demonstrating partial achievement of what is expected at this year level.	Score: 7.5 – 10 Percentage: 33% - <50%
E	Your child is demonstrating minimal achievement of what is expected at this year level.	Score: 1 – 7.5 Percentage: 1% - <33%

For the SACE, schools provide assessment data to the SACE Board, which is responsible for reporting achievement using A to E grades at Stage 1, and A+ to E- grades at Stage 2. The SACE Board provides a Record of Achievement as a final transcript of the student's results.

There are two other grading options that can be used if students do not achieve an A-E grade:

N	Your child has demonstrated no achievement. This is graded when the student has had opportunity to demonstrate their knowledge, understanding and/or skills but has not completed any work to demonstrate their learning. This includes Unexplained Absences.
X	This grade represents that your child has not had the opportunity to demonstrate their knowledge, understanding and/or skills. This could be due to minimal attendance that has been approved by the school eg. exemption, starting a program late, a new enrolment or an intervention class such as our Intensive Secondary English Course (ISEC). There must be either a compelling reason, unforeseen circumstances and/or special considerations for this code to be used. An example of this is when a student starts school one week prior to the assessment window closing. If the student has not had the opportunity to demonstrate what they know, understand and do, they will be allocated an 'X' grade.

Roles and responsibilities

Principals & leaders

Develop and implement plans and processes to meet the requirements of this policy at their site or service. Develop the capacity of educators to plan, implement and evaluate quality learning and teaching programs that maximise every child and young person's wellbeing, engagement, intellectual challenge, progress and achievement. Principals and leaders must also create and maintain a safe, inclusive and positive learning environment and comply with responsibilities outlined in the information and records management policy.

Educators

Comply with the obligations outlined in this policy. Educators must use the curriculum to design and teach learning programs that engage, challenge and improve the achievement of every learner. They must assess learning to inform the design of teaching and learning programs, to monitor learners' progress and to provide timely feedback to learners about their achievements. They will work collaboratively with other educators, learners, families/carers and communities to ensure success for every student. Educators will also engage in ongoing professional learning that contributes to improving the progress and achievement of all learners and will maintain a performance development plan with their line manager to set annual goals and career goals to support their development. Finally, educators will comply with responsibilities outlined in the information and records management policy.

Record history

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Notes: