

Howayek Providence Limited trading as

MARONITE COLLEGE OF THE HOLY FAMILY



Maronite College of the Holy Family policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

PRIMARY CURRICULUM and ASSESSMENT POLICY and PROCEDURES

This policy and procedures supersede all previous policies and procedures relating to matters contained herein.

PRIMARY CURRICULUM and ASSESSMENT POLICY and PROCEDURES

Mission: *“Inspired by the Maronite Sisters of the Holy Family, we accompany our students in the realisation of their potential.”*

Vision: *“We challenge our community to grow in faith, strive for excellence and transform the future.”*

Motto: *Know Love Serve*

Ethos: *“The College strives to instil in students the teachings of Jesus. Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer, celebration of the Sacraments, commitment to the Word of God, and openness to grace.*

Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes, ‘Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things’ (Phil 4:8).

Emphasises is on treating all with dignity, service, forgiveness, justice, and love.

Thirdly, the College is a community which promotes a sense of family among the Sisters, Board Members, staff, students, parents, and friends”.

INTRODUCTION

Teachers develop students’ metacognition by challenging students to become self-regulated, intellectually independent, critical, creative and reflective thinkers who achieve the necessary skills for life-long success.

Maronite College of the Holy Family recognises student learning is a personal construction of meaning built upon prior knowledge and experiences. Teaching and Learning at the College is underpinned the “Learner Framework” and “Visible Learning” Therefore, we believe students learn best when:

1. Class environments are student centred, safe, supportive, interactive, stimulating, engaging and flexible.
2. Learning is highly valued and uninterrupted.
3. Learning disposition, processes and perseverance are modelled by the teacher.
4. The learning is inspiring, innovative, challenging and differentiated to meet each student at their point of need (“Zone of Proximal Development” - Vygotsky).
5. Students:
 - Understand the purpose of the learning (Learning Intent) and expected outcomes clearly defined (Success Criteria).
 - Take responsibility for planning, organising and effectively managing their learning.
 - Actively engaged in the learning process.
 - Make connections with their learning through opportunities to reflect and apply understanding to other areas and in a variety of ways.
 - Are given opportunities to make choices in learning experience and learn from different perspectives through collaboration.
 - Provided with optimal opportunities to develop high order thinking skills.
 - Recognise there is an expectation to think critically, creatively, reflectively and problem solve.
 - Recognise taking risks improves learning and develops them into self-aware and self-regulated learners.
 - Are given opportunities to challenge, ask questions and develop deep understanding.
6. Receive timely feedback, which is both, positive and improves further learning (descriptive feedback).
7. Assessment is an essential component of the teaching and learning cycle. Assessment for, as and of learning are College approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together informally or formally [NESA Assessment Guidelines](#).

SCOPE

This Primary Curriculum and Assessment Policy (the Policy) and Procedures (the Procedures) has embedded processes which resonate the regulations and responsibilities expected of the College in regard to the NSW Educational Standards Authority (NESA), the Education Act 1990 and the NSW Child Safe Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

The Primary Curriculum and Assessment Policy and Procedures is divided into sections, within each section are aligned subsections.

Section 1: Primary Curriculum

1. Key Learning Areas & Time Allocations
2. MCHF Learner Model
3. Visible Learning
4. Teachers Role & Responsibilities
5. Programs
6. Diverse Learners
7. Student Work & Marking Expectations .
8. Teacher Feedback
9. Homework

Section 2: Assessment

10. Types of Assessment
11. Assessment Expectations
12. Illness & Misadventure
13. Malpractice

Section 3: Student Reports & Records

14. Formal Reports
15. Profiles and Records

Section 4: Organisational Structures

16. Classes
17. Specialist Lessons
18. Specialist Facilities
19. Educational Requirements
20. Parent Involvement

Section 1.

PRIMARY CURRICULUM

Maronite College of the Holy Family abides by the mandatory curriculum requirements from the NSW Education Standards Authority (NESA) and Education Act 1990 Part 3: Curriculum.

The curriculum and standards of teaching at the Maronite College of the Holy Family is delivered to the four classes of mixed ability groups in each grade from Kindergarten to Year Six annually.

1. KEY LEARNING AREAS (KLA)

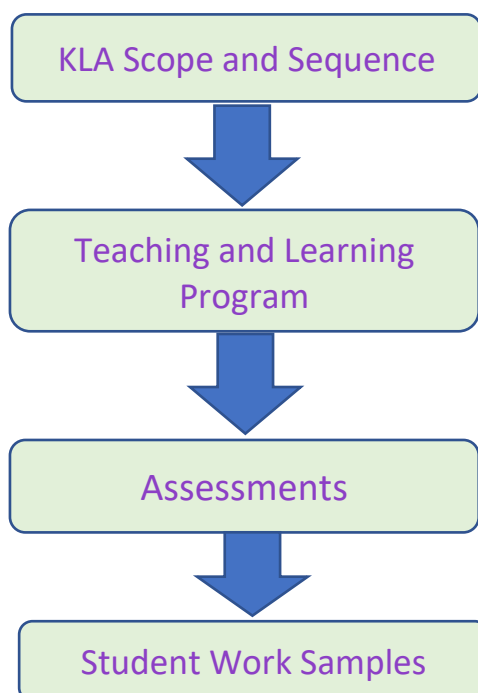
Maronite College of the Holy Family's teaching and learning is aligned to the mandatory requirements of the [NSW Education Standards Authority \(NESA\)](#). Primary students from Kindergarten to Year Six are educated in each Key Learning Areas (KLA).

1. English
2. Mathematics
3. Science
4. HSIE: History and Geography
5. Creative Arts
6. Personal Development, Health and Physical Education

The College also provides students Kindergarten to Year Six two further courses of study which support the College Ethos, Vision and Mission:

7. Arabic
8. Religion

All KLAs and College courses are structured and align to the...



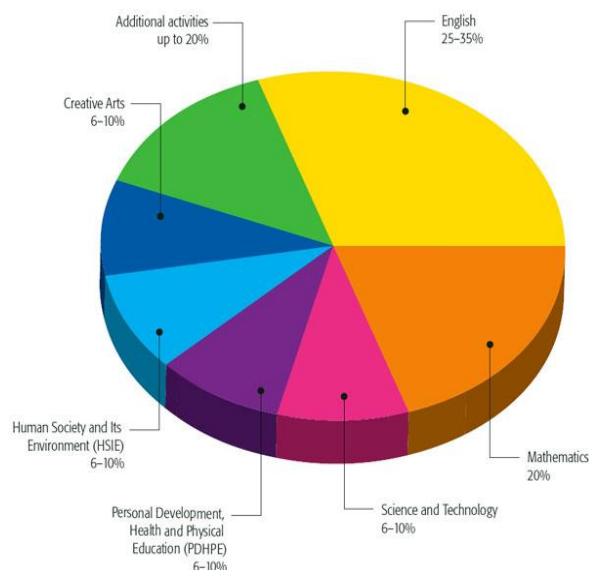
The Primary Scope and Sequence implemented for each subject area is developed in accordance with [NESA Syllabi](#) from Kindergarten to Year Six. The Scope and Sequence ensures all mandatory units of work in each Key Learning Area, Arabic and Religion are successfully taught to specific outcomes within each Stage and Grade. [Primary KLA Scope and Sequences](#)

Teaching programs align to each subject's Scope and Sequence as do the assessment tasks (linked in programs) and student work samples. [Primary Programs](#)

1.2 KLA TIME ALLOCATIONS (NESA)

All indicative hours for each Key Learning Area are compliant to NESA's mandatory requirements, documented on the Scope and Sequence in each KLA, Arabic and Religion and in teaching timetables. [NESA Time Allocations.](#)

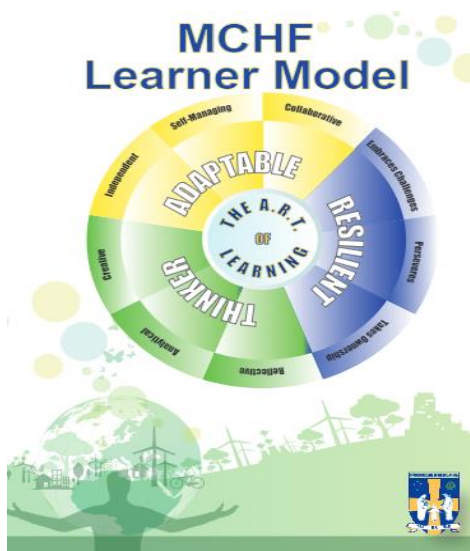
Maronite College of the Holy Family's timetabling requirements (weekly minute allocations) is based on 1550 minutes per week 8:40am – 3:10pm; Break 1 = 40 minutes; Break 2 = 40 minutes. Teachers must ensure these times are followed as closely as possible. All teaching timetables are available on the College Management System.



1. 6%-10% is approximately 1.5 to 2.5 hours in a typical teaching week.
2. Teachers have flexibility to use these guidelines in accordance with College policies, systems and authorities.
3. The 'additional activities' taking up to 20% of time is assigned to Religious Education and Arabic Lessons. This time may also be used to expand on work being done with the core curriculum.

2 . MCHF LEARNING FRAMEWORK

The Maronite College of the Holy Family's core business is that of high standard in quality education. The embedded 'Learner Model' enriches, enhances and extends student learning to enable them to become successful lifelong learners and positive members of society.



ADAPTABLE

- Collaborative
- Self-Managing
- Independent

RESILIENT

- Embraces Challenges
- Perseveres
- Takes Ownership

THINKER

- Reflective
- Analytical
- Creative

2.1 PRINCIPLES of TEACHING and LEARNING

To support the development of students to be adaptable, resilient thinkers the College advocates specific principles which underpin all teaching and learning at Maronite College of the Holy Family.

1. **Learning vs Work**

In work-oriented classrooms teachers and students are focused on work completion, whereas, in **Learning orientated classrooms** mistakes are seen as opportunities to learn, grow, to rethink.

Learning orientated teachers often provide more descriptive feedback that informs learning whereas work orientated teachers tend to give more evaluative feedback such as; good work or well done, as a judgement on performance. Providing no information to the student on how to improve or increase their learning.

2. **Understanding vs Knowledge**

Understanding requires knowledge but goes beyond it. Understanding depends on richly integrated and connected knowledge.

Understanding goes beyond merely possessing a set of skills or a collection of facts in isolation.

Understanding requires that our knowledge be woven together in a way that connects one idea to another. This becomes the vehicle for putting ideas to work, applying skills to new circumstances and the creation of new ideas.

Teaching for Understanding

- a) Generative topics focusing the curriculum around big, generative ideas worth understanding (Inquiry Questions).
- b) Understanding Goals: identifying a small set of specific goals for understanding (Learning Intent and Success Criteria) as opposed to a list of things they want students merely to know. (Learning Intentions).
- c) Performances of understanding: designing a sequence of ever more complex performance tasks that require students to use their skills and knowledge in novel contexts.
- d) Ongoing feedback: providing a steady stream of ongoing feedback and assessment information that students can use to improve their performance (*can you elaborate, describe, justify, explain, compare etc.*).

3. **Deep vs Surface Learning Strategies**

Surface learning is REPRODUCTIVE vs Building understanding, deep processing = CONSTRUCTIVE

Surface strategies focus on memory and knowledge gathering, whereas deep strategies are those that help students to develop understanding.

Using deep learning strategies such as **high demand tasks** which require students to explain, describe, justify, compare, assess, make choices, plan, formulate questions.

Low demand tasks ask students to make routine applications of known procedures.

Developing understanding is through more challenging and demanding set of performances through activities that allow for both the development and demonstration of understanding.

4. **Independence vs Dependence**

“Independent learners are internally motivated to be reflective, resourceful, and effective as they strive to accomplish worthwhile endeavours when learning in isolation or with others even when challenges arise, they persevere” Rose-Duckworth and Ramer.

Teachers encourage independent learning via:

1. Resilience in the face of difficulty
2. Openness and willingness to accept challenges
3. Greater motivation, engagement, ownership and drive
4. Intrinsic motivation
5. Interdependence and independence
6. Development of a learning or mastery orientation in oneself
7. Enhanced self-esteem and efficacy
8. Development of life-long learners

Student independence is the goal of education!

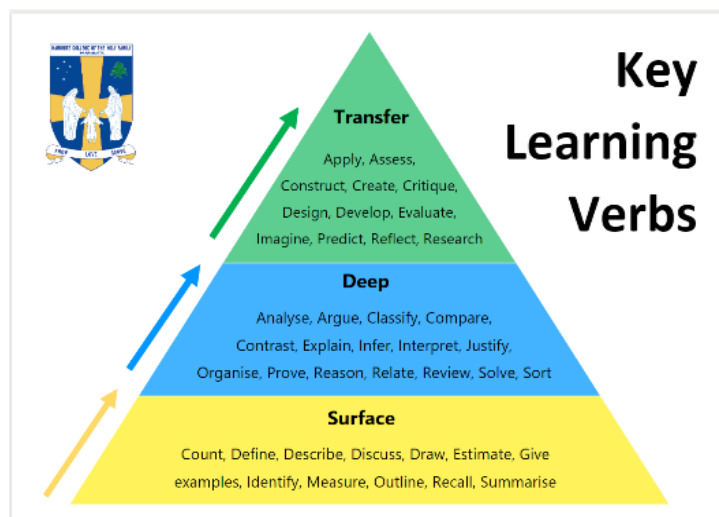
5. **Growth** vs Fixed Mindset

Research on the brain demonstrates the brain does in fact grow as a result of learning and people really do get smarter, more skilled and improve their natural talents as a result of their efforts. Growth mindset reflects the reality of learning. We believe that our students can embrace learning challenges by developing a **Growth Mindset** which sets them on the road to reach even higher levels of achievement. We believe everyone can get smarter if they work at it.

3. **VISIBLE LEARNING**

Maronite College of the Holy Family has embedded 'Visible learning' which underpins the College 'Learning Model'. Visible Learning means **an enhanced role for teachers as they become evaluators of their own teaching**. According to John Hattie, "Visible Learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers."

Maronite College of the Holy Family's expectations of all teachers is to actively implement Visible Learning with dedication and conviction in planning, programming, differentiating, implementing, monitoring and assessing students' learning. Thus, the College focus in teaching and learning is on the learner's development of deep understanding in order for the learner to successfully transfer their knowledge and understandings to new learnings.



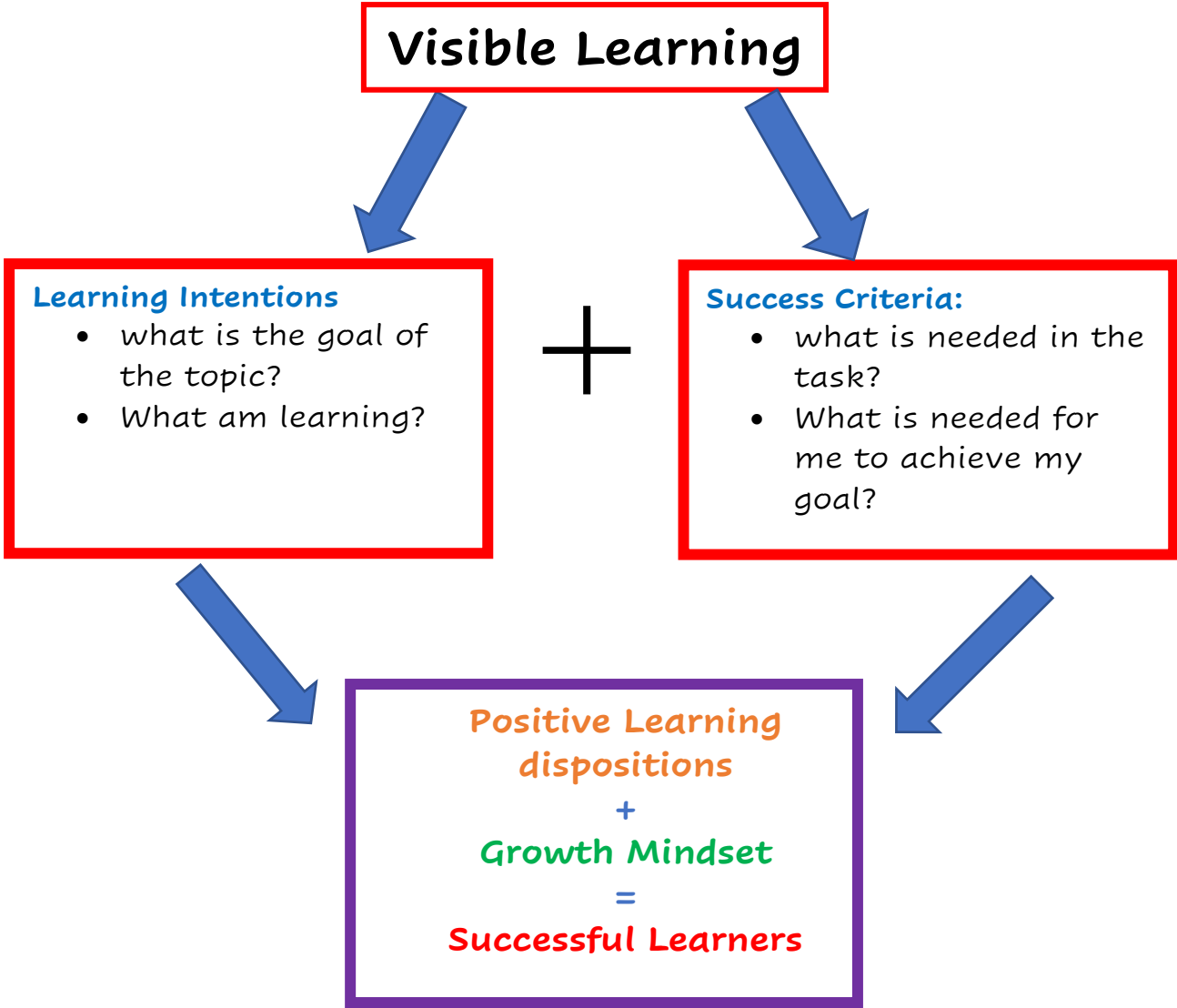
Maronite College of the Holy Family promotes and supports students to become successful Visible Learners who are well equipped in:

1. Setting learning goals.
2. Articulate what they are learning.
3. Explain the next steps in their learning.
4. See errors as opportunities for further learning.
5. Know what to do when they are stuck.
6. Seek feedback.

This is endorsed and developed in students through the College adoption of all teachers implementing and explicitly articulating the **Learning Intention** at the commencement of each lesson. This provides students with the knowledge of **what** they are learning and **why**.

Followed by the collaboratively developed (teacher and class) **Success Criteria** which explicitly states what students need to demonstrate in order to succeed (the **how**). The outcome-based Success Criteria should never just state the fundamental outcome it must be written to enable students to excel by writing a range of levels from essential to extended criteria. This provides the teacher with a true indication of student abilities and the **where to next** to challenge each student in their learning.

Displayed student/teacher work examples provides students of what success looks like at multiple stages throughout the learning journey.



4. TEACHERS ROLE and RESPONSIBILITIES

“Students grow into the intellectual life of those around them”. (Vygotsky)

STUDENTS’ LEARNING

- a) To make explicit the elements of high-quality, effective teaching that will improve educational outcomes for all students.
- b) Develop and enhance student learning by engaging them in quality tasks and meaningful learning experiences.
- c) Effective pedagogical practices that are clearly understood by the teacher and in direct response to students’ identified learning needs.

Therefore, the College expects all teachers to implement:

1. A high standard and expectations from their students.
2. Know their students and how each student learns.
3. Use the mandatory NESAs syllabi to plan, program and assess students against outcomes.
4. Plan and program learning experiences which challenge students at their learning at their Zone of Proximal Development (Vygotsky).
5. Develop and implement differentiation into teaching strategies and learning tasks.
6. Provide explicit teaching in accordance with the KLA syllabi documents (NESAs)
7. Provide timely feedback, which is both, positive and improves further learning (descriptive feedback).
8. Use student data to inform practice and further planning.
9. Use the assessment strategies of; *for*, *as* and *of* learning informally and formally to assess the effectiveness of the teaching and impact on student learning.
10. Make learning visible for all students implementing a Learning Intent for each lesson and Success Criteria to measure success (Students need to know what they are learning and what is needed in the task for them to be successful).

TEACHING

Continuously increase and maintain professional knowledge, skills, understanding to ensure consistency, quality and ‘best practice’ in teaching.

Motivate and engage students in learning through providing inspiring and consistently challenging students with well prepared and resourced learning experiences.

5. TEACHING PROGRAMS

Planning and programming are important processes in the teaching, learning and assessment cycle. Teaching programs are intended for teachers to plan the delivery of syllabus content, cater for the diversity of student learning needs so all students have access and improve student learning outcomes. It is the process of selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge, increase their understanding which enables them to transfer their understanding to new concepts.

Teachers require flexibility to develop programs, structures and pedagogical practices that meet the educational needs of their students, challenge and extend them. Student achievement through regular assessments must guide teacher decisions on how learning (strategies) can be improved for each student.

[Appendix 1: Primary Program Checklist]

5.1 PROGRAMMING

Teaching Programs Kindergarten to Year Six are written in accordance with NESAs syllabi. Teaching programs, learning experiences and student work are aligned to syllabus content and outcomes in each Key Learning Area.

It is highly recommended programs are collaboratively planned each term with grade partners. Individual class programs may vary depending on the needs and interests of the students.

All class programs must be uploaded onto SharePoint > Primary Education > Compliance > Year > Class

Teachers work on and continue programming from their grade folder in SharePoint.

Programs are working documents designed to cater for differing levels of need within a class and year group to ensure each student is able to access the curriculum and be academically successful.

Primary teachers Kindergarten to Year Six are required to take the following into consideration:

1. Each KLA meets the proportion of teaching time requirements.
2. Outcomes are taught over a stage of learning (ES1, S1, S2, S3) and are aligned to the College Scope and Sequence in each Key Learning Area.
3. Teachers' program has used the correct proforma/template for each Key Learning Area. To ensure College program consistency Kindergarten to Year Twelve.
4. Teaching programs are consistent across a grade.
5. Individual teachers regularly annotate programs as teaching progresses. It is expected annotations are made daily.
6. All teaching programs must include differentiation evidence, catering for the diversity of learners and learning needs in order for students to demonstrate knowledge, understanding and skills.
7. Teachers will adopt an integrated approach to programming.
8. Lessons are to include a sequence i.e. modelled, shared, guided and independent for agreed best practice in teaching and learning (Sheena Cameron) as well as the Learning Intention for each lesson and Success Criteria (John Hattie).
9. When developing programs teachers must be aware that they must not organise activities that include the use of peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include foods labelled "may have traces of nuts".

(Ref: Allergy and Anaphylaxis management within the Curriculum P-12)

<https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/media/documents/anaphylaxis-procedures/anacurric.pdf>

5.2 DIFFERENTIATING PROGRAMS

At the Maronite College of the Holy Family differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises the interrelationship between teaching, learning and assessment that informs future teaching and learning.

Therefore, at Maronite College of the Holy Family **all** teaching and learning programs **must demonstrate** differentiation through:

1. Teaching, learning and assessment experiences which cater for the diversity of learners so that all students can learn effectively.
2. Providing alternative methods and choices for students to demonstrate their knowledge, understanding and skills.
3. Considering what resources and stimulus materials will assist students.
4. Including a range of activities and resources appropriate for students with different learning needs and levels of achievement.
5. Promoting flexible learning experiences and encourage students to work at their own pace to develop their knowledge, understanding and skills.
6. Providing students opportunities to demonstrate in a variety of ways what they know, understand and can do at different points in the learning cycle.
7. Providing students with the opportunity to discuss with their teacher/s how they learn best, explore, experiment and engage with the concepts and demonstrate their higher-order thinking, creative and critical thinking skills.
8. Monitoring student learning over time using evidence of student achievements to guide future teaching and learning opportunities.
9. Considering how individualised feedback to students can help identify student strengths and areas for improvement.

5.3 PROGRAM ANNOTATIONS and ADJUSTMENTS

Teachers are expected to make mandatory and regular annotations for each lesson in their program (evidence of lesson delivery) indicating level of achieving outcomes (student learning) suitability of implemented teaching strategies and learning tasks intended to increase student learning.

NESA requires teachers to sign and date all lesson annotations. However, signing annotations is not necessary at Maronite College of the Holy Family as the teacher's name comes up when lesson annotations are electronically inserted the program. Teachers are still required to date all program comments.

NESA program regulations stipulate the teacher must show evidence of adjustments to their program as a direct result of documented lesson annotations made.

Teacher annotations on student learning, and necessary adjustments made in lessons/program must be considered when undertaking further planning.

5.4 PROGRAM CHECKS

The College expects a high standard and consistency in programs with the use of templates, quality teaching strategies, challenging learning tasks, alignment to the College KLA Scope and Sequence and curriculum outcomes. Important consistency also includes all NESA mandatory program requirements such as; correct time allocated for each KLA, written outcomes, lesson annotations and assessment tasks included or linked to the program for each KLA.

Assigned Stage Coordinators review all mandatory requirements and College expectations in teaching programs.

Stage One Coordinator oversees all Kindergarten, Year One and Year Two teaching programs.

Stage Two Coordinator supervises the Year Three and Year Four teaching programs.

Stage Three Coordinator is responsible for Year Five and Year Six teaching programs.

Kindergarten to Year Six Programs are reviewed by assigned Stage Coordinator *minimally twice* a term. Preferably at the beginning and at the end of each term to review expected consistency, compliance, quality teaching strategies and learning tasks, teacher annotations and evidence of adjustments made aligned to programs annotations. The Stage Coordinators provide program feedback to each teacher in their stage and check amendments to be made by the teacher have been implemented.

NOTE: Kindergarten to Year Six Arabic programs are developed and reviewed by the Language Coordinator K-12.

To ensure parents/guardians are aware and can support the educational expectations, Term Overviews are uploaded to the Parent Portal at the commencement of each term.

6. DIVERSE LEARNERS

DIVERSITY

There is a plethora of ways Maronite College of the Holy Family caters for the varying needs of individual students from those who need additional support in their learning to highly accomplished students who require advanced levels in their learning than their class or year group.

Most students will participate fully in learning experiences based on the regular syllabi outcomes and content. Some students may require additional support or adjustments to their learning through teaching strategies, learning experiences and assessments whilst others require academic extension in order to cater for their individual advanced/gifted and talented needs in one or more areas.

6.1 THE TEACHER

Teaching and Learning Programs are designed to cater for differing levels of need within a class and Year group to ensure each student can access the curriculum and achieve at their own academic level.

1. Names of students who are experiencing **academic concern** are forwarded to the Stage Coordinator for further review and assessment. The Stage Coordinator liaises with the Head of Curriculum to determine the level of intervention for example, progress report followed up with an Academic Management Plan. Further advice may be sought from other personnel such as the College Executive, College Psychologist, and Specialist teachers.
2. Teachers make anecdotal comments in programs indicating the level of achievement in outcomes made by specific students.
3. Student performance is recognised via merits and awards.
4. Outstanding student performance is recognised at Academic Assemblies.

6.2 LEARNING SUPPORT

The College makes every effort to meet the needs of every student. Student's needs are identified through continual class assessments both formal and informal. Students may participate in small group or individualised courses of instruction from Integration Support or Learning Support Teachers.

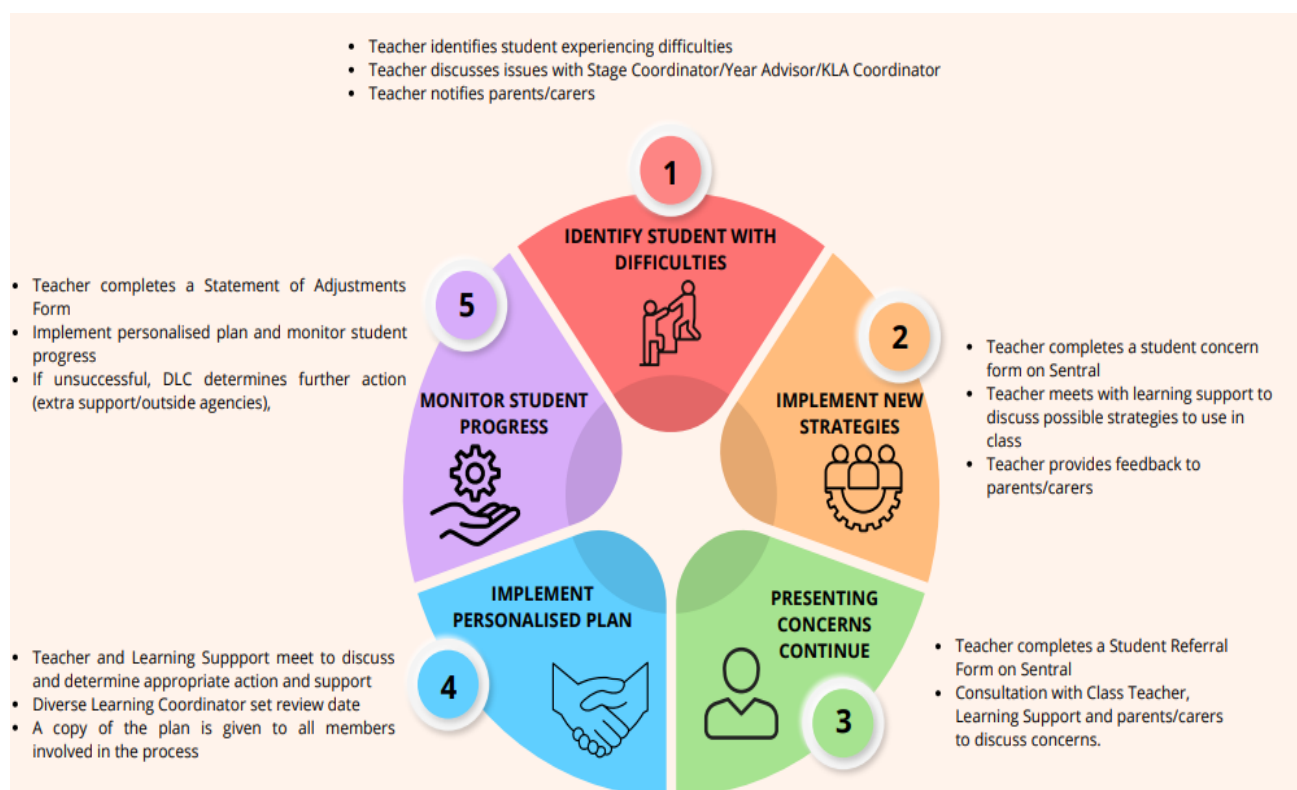
PROCEDURE:

1. Teachers monitor the progress of students and identify any student requiring special assistance or extra support.
2. Teachers meet with parents to advise of any concern.
3. The Diverse Learning Coordinator, College Psychologist and relevant Primary Stage Coordinator are informed.
4. College Psychologist will be referred to for any appropriate assessment as necessary via an Official Notification Form, signed by relevant Stage Coordinator.
5. External advice may be provided by Speech Pathologists, Occupational Therapists or Paediatricians or other relevant personnel.
6. Students may be referred for assistance to an Integration or Learning Support Teacher.

6.2.1 LEARNING SUPPORT REFERRAL PROCESS K-12

1. Student is identified by the teacher as making lower than expected progress. Teacher discusses issues with Stage Coordinator and then notifies parents to let them know the student is experiencing difficulties at the College.
2. Teacher completes a **Student Concern** Form. Teacher meets with the Learning Support Team to discuss possible strategies to use in the classroom. Teacher provides feedback to the parents.
3. If the student does not respond to the modifications, the teacher completes a **Student Referral** Form for additional support. Consultation with Teacher, Diverse Learning Coordinator and parents meet to discuss concerns.
4. Relevant staff meet to discuss student needs and collaboratively plan an intervention to support the teacher to cater for the student's learning needs in the classroom. The intensity, frequency and duration of the intervention is agreed to and a follow-up meeting date is set for review.
5. Teacher completes a **Statement of Adjustment** Form to evaluate student progress. The student's *Personalised Plan* is implemented and relevant staff monitor student progress. If the student does not respond to the adjustments, the Diverse Learning Coordinator determines further action e.g. extra support/external agencies.

Learning Support Referral Diagram



(Refer to forms located in SharePoint > College Forms or the Diverse Learning Coordinator K-12)

6.3 INTEGRATION SUPPORT

The College makes every effort to meet the needs of every student. Student's needs are identified through continual class assessments both formal and informal. Students may participate in small group or individualised courses of instruction for Integration Support.

6.3.1 INTEGRATION PROGRAMS

The College aims to refine learning programs for special needs students through differentiated activities and support programs by establishing programs which provide access to early intervention based on each student's position on the learning continuum.

PROCEDURE:

1. Teachers monitor the progress of students and identify any student requiring special needs assistance.
2. Teachers meet with parents to advise of any concern.
3. The Diverse Learning Coordinator, College Psychologist and relevant Primary Stage Coordinator are informed.
4. College Psychologist will be referred to for any appropriate assessment as necessary, via an official notification form (signed by relevant Stage Coordinator)
5. External advice may be provided by Speech Pathologists, Occupational Therapists or Paediatricians or other relevant personnel.
6. Students may be referred for assistance to an Integration Teacher or Learning Support Staff.

6.4 MULTILIT and MINILIT PROGRAMS

The College aims to refine learning programs for special needs students through differentiated tasks and support programs in Literacy by establishing programs which provide access to early intervention based on each student's position on the learning continuum.

The College has an extensive Literacy facility which utilises various remediation programs such as MiniLit and MultiLit. These programs are early literacy intervention programs. They are designed to be delivered daily, to students who have struggled to make adequate progress in learning to read during their first years at the College.

6.4.1 MINILIT

MiniLit is a Tier-2 intervention program that is intended to be delivered to small groups of students and is specifically aimed at struggling Year 1 readers. MiniLit is a balanced reading program that, across carefully structured and sequenced lessons, covers sight words, letter-sound correspondence, blending and segmenting (phonics skills) and reading connected text.

6.4.2 MULTILIT

MultiLit, (or 'Making Up Lost Time in Literacy') is a research-based initiative from Macquarie University, which aims to address the needs of students with reading disabilities and similar problems from Year 2 and above by providing an intensive, structured, systematic program of instruction in reading and related skills. The program reflects the recommendations of the National Inquiry into the Teaching of Literacy encompassing explicit instruction in all five of the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

6.5 DISABILITY ADJUSTMENTS

Maronite College of the Holy Family recognises and responds to the need in providing disability adjustments to enable all students equal access to the curriculum and assessment process. Adjustments are made to cater for mobility, physical, auditory, medical, cognitive and visual disability. The College ensures students with disabilities can access and participate in education on the same basis as other students. (Disability Standards for Education 2005) [Disability Standards](#)

PROCEDURE:

1. All Disability adjustments will be monitored by the Diverse Learning Coordinator, Learning Support Team and the relevant Stage Coordinator.
2. The needs of students are identified via a range of sources such as teachers, parents, medical practitioners and other specialists.
3. Modifications are made to College activities and programs to ensure equal access opportunities.
4. Personalised Plans are developed in consultation with all parties involved with working with and caring for the students. This will include student, parents, class teacher, Integration teachers, learning support staff, occupational therapists, speech pathologists, paediatricians and itinerant staff should they be provided.
5. Individual plans are recorded on the CSNSW data base.
6. Disability provisions will be granted for qualifying students also sitting external examinations such as NAPLAN, following the NAPLAN procedure.
7. Access routes and timetables are prepared to ensure all students with mobility disability are able to move to and from College activities with assistance of support personnel. This will include the use of elevators and ramps instead of stairwells.

6.6 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

CRITERIA FOR IDENTIFYING THE EAL/D ASSIST LEARNER K-12

1. New Arrival students who have little or no English skills are deemed EAL/D assist students
2. Students who do not have English as the primary language of communication at home and have their learning impacted in the classroom because of this are deemed EAL/D assist students.
3. New Arrival EAL/D students are provided with an ESL teacher or may use translator on their iPad/device.

6.7 ACADEMIC EXTENSION

Maronite College of the Holy Family aims to cater for the individual learning needs of all students. The College offers extension tasks through each teacher's program in all lessons. The extension tasks can be colour coded in programs for easy identification.

We recognise that gifted and talented students may vary in terms of the nature and level of their abilities.

The Extension Program will;

1. Foster collaborative with home-College partnerships to support gifted and talented students.
2. Provide a range of opportunities to monitor and evaluate students and programs for gifted and talented students.

Students from Year One to Year Six participate in the Extension program based on nominations from class teachers when reviewing ongoing assessments and class records.

Extension programs are written and administered by the Stage Coordinators for Gifted and Talented students. The programs are Project Based and STEM (Science, Technology, Engineering and Mathematics).

Project Based Learning is a teaching method, in which students gain knowledge and skills by working for an extended period of time investigating and responding to an engaging and complex questions, problems, or challenges. It can have an English, Mathematics, History, Geography, Science and Technology or Creative Arts approach. STEM lessons foster skills in Science, Technology, Engineering and Mathematics.

Refer to [Gifted and Talented Policy - NSW Department of Education](#)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/gifted-and-talented-students>

Teachers who express an interest in enrichment activities, various online professional development courses through the College supplier, TTA are made available for the teacher to complete at their convenience.

6.8 ACCELERATING STUDENTS

The Acceleration Program enables the College to cater efficiently and effectively for the advanced cognitive development, needs and competencies of gifted and talented students across the broad range of the Curriculum.

Acceleration is designed to allow a student to progress through the core content of the College program at a natural rate, rather than being restricted by artificially imposed steps of progression. The interdependent practices of grouping strategies, enrichment, counselling interventions and acceleration are central to maximising learning outcomes for gifted students.

PROCEDURE:

The decision to accelerate a student is made in consultation with the student, parents, class teacher, relevant Stage Coordinator, College Psychologist, Head of College and Executive Principal.

1. Student progress is documented with specific reference to class results, Year 3/5 NAPLAN, PAT and ICAS Competitions.
2. Extension work is reviewed.
3. In all instances students would need to be working at a stage above their own.
4. The student's social development is investigated to ensure that emotional wellbeing is maintained. Advice is provided by the College Psychologist.
5. Students will participate in a transition program tailored to their needs to ensure a smooth changeover.

NOTE: Student Acceleration Form is available in SharePoint > College > College Forms.

6.9 REPEATING A YEAR

Students who would benefit in repeating a year of study need to fulfil the criteria set by the College. Decisions for a student to repeat are made in consultation with class teachers, parents/guardians, Stage Coordinator and Head of Curriculum. The final decision is at the discretion of the Executive Principal.

PROCEDURE:

1. Student progress is documented with specific reference to class and support results.
2. Students who receive Integration assistance are eligible to repeat if the concern is based on absenteeism or behaviour. In both cases an Education Plan is developed in consultation with parents, with outline strategies to be addressed. Concern with processing skills is addressed through adjustments made to the class program as well as support by Specialist staff.
3. Kindergarten students who do not turn five years of age before the 1st July are not eligible to repeat. This is due to assurances made to DEEWR on completion of the Census.
4. In all instances students need to be working at a stage below their own stage level.
5. The student's social development and age is investigated to ensure that emotional wellbeing is maintained. Advice is provided by the College Psychologist.

7. STUDENT WORK and MARKING EXPECTATIONS

It is a College expectation that students will take pride in the presentations of their work at all times. Well-presented books with legible handwriting help students to work toward achieving expected academic outcomes. Students' neat presentation of work is an important aspect of the teaching-learning process. Teachers are to make their own class policies related to headings, underlining, dates, presentation etc.

7.1 MARKING STUDENT WORK

1. All work must be marked, signed and dated by the teacher taking the lesson.
2. Teachers must provide students with timely and quality feedback i.e. both constructive and instructive.
3. The **Stage Coordinators** will collect student books at a minimum once a term.
4. All assessment tasks are to be marked by the class teacher.
5. The class teacher must enter and maintain the student's results in the College Management System in required areas.

8. STUDENT FEEDBACK

Teacher feedback to students when directionally given, has been proven to be one of the most empowering and effective pedagogical practices the teacher can employ. Feedback is among the most thoroughly researched methods of all and is one of the most **powerful influences on learning performance**.

Providing students with effective feedback contributes to learning and achievement. When teachers provide frequent, **constructive** and **instructive** feedback it can bridge the gap between current and desired student outcomes.

8.1 TEACHER FEEDBACK

Visible Learning research states descriptive feedback is 0.75 effect size, **doubling** the speed of learning. However, without clarity feedback is meaningless

John Hattie and Helen Timperley derived a powerful and simple framework to give and receive feedback which is only possible when an educator has fully established clarity. Without clarity feedback is meaningless (Anderson, 2018). "Effective feedback needs to address three major questions asked by the teacher and/or by the student:

1. Where am I going? (What are the goals?)
2. How am I going? (What progress is being made towards the goals?), and
3. Where to next? (What experiences/tasks need to be undertaken to make better progress?)." (Hattie, 2011)

At Maronite College of the Holy Family all teachers are expected to provide students with feedback clarity, regularly and timely to influence doubling the speed of learning.

8.1.1 ESSENTIAL FEEDBACK

Maronite College of the Holy Family FEEDBACK must;

1. Relate specifically to the learning intention/student goal and correlate to the Success Criteria.
2. Be timely, that is, immediate or soon after action.
3. Reduce the discrepancy between desired and current understanding by students answering three major questions.
 - I. Where am I going? (What is the Learning Intention/goals?)
 - II. How am I going? (What progress is being made towards the goal?)
 - III. Where to next? (What tasks need to be undertaken to make better progress?)
4. Support students to monitor their own progress and achievements.

8.1.2 TEACHER REFLECTION on their FEEDBACK

It is important teachers regularly reflect on the quality of feedback they give students. If the teacher is providing the expected feedback they should answer yes to the following reflective questions.

1. Do I give clear, concise feedback related to the learning intention/goal?
2. Do I identify what was done well and what needs to improve?
3. Does your feedback include how students can improve?
4. Are your students expected to act on your feedback?
5. Do you provide the necessary time for students to act on the feedback?
6. Do you follow up on the feedback?

9. HOMEWORK

Homework at Maronite College of the Holy Family is **compulsory** from Kindergarten to Year Six and is an important part of student education.

Homework has a significant purpose:

1. It allows students to practise skills and consolidate concepts taught in class.
2. Form and establish good study habits outside the classroom.
3. Manage time effectively.
4. Applying self-discipline.
5. Provides parents/guardians with the opportunity to see what their child is learning.
6. It allows parents/guardians to see the progress their child is making.

Homework for each Primary grade will be organised by grade teachers to meet the expectations of the College.

1. Homework will be planned by grade teachers, is consistent across every grade and is relevant to both the student learning needs and curriculum content.
2. Class teachers will develop a plan to monitor, provide feedback to students and parents and reward homework completion.
3. Each student is to complete homework according to grade expectations.
4. Teachers will clearly inform parents and students of homework expectations at the beginning of the year.
5. Parents/Guardians are urged to take an active interest in their child's homework.
6. If children are experiencing difficulty with homework, please organise a meeting with the classroom teacher.
7. Home Reading is part of the College's Homework Policy and **it is expected that every student from Kindergarten to Year Six participate in home reading on a nightly basis.** Home Reading and library resources are continually being updated at the College so that students have access to a range of texts.
8. All classes in each grade will have the same homework structure.
9. All specialist teachers will coordinate with grade teachers to develop this homework structure.
10. The amount of written homework per night will be set according to grade level and student ability.
11. The amount of learning tasks to be completed for homework. The learning tasks are a combination of online and written activities. Arabic is included in these learning tasks.

12. Teachers will monitor set homework and if a student is not completing his/her homework, parents will be informed and records kept.
13. College policy is that parents are contacted twice in Term 1 and once each term after that regarding homework concerns. It is then up to the parents to monitor homework.
14. A student's homework performance will be recorded on their College Mid-Year and End of Year report.
15. Marking and monitoring of homework will be managed by the class teacher. If a student is not completing homework, parents will be informed and records kept. Marking may include verbal, teacher acknowledgement or collaborative feedback. The codes used by the teacher for monitoring student homework are:

RECOMMENDED DAILY TIME ALLOCATIONS for HOMEWORK (NSW Education Standards Authority)

- Kindergarten – 10-15 min
- Year 1 – 20-30 min
- Year 2 – 20-30 min
- Year 3 – 30-40 min
- Year 4 – 30-40 min
- Year 5 – 45-60 min
- Year 6 – 45-60 min

HOME READING:

- Kindergarten – 10 minutes
- Year 1 – 15 minutes
- Year 2 – 15 minutes
- Year 3 – 20 minutes
- Year 4 – 20 minutes
- Year 5 – 25 minutes
- Year 6 – 25 minutes

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. The assessment of student achievement guides decisions on how learning can be improved for each student (NESA).

Maronite College of the Holy Family views assessment as an essential component in the teaching and learning cycle. The College is committed to ensuring that student assessment is an ongoing process aimed at determining a student's level of achievement against outcomes and standards for each Key Learning Area. Student assessment will inform teachers of future direction when planning and programming. This will maximise a student's capability to progress along a learning continuum (Literacy and Numeracy Progressions) and to reach their maximum potential.

Teachers at Maronite College of the Holy Family are expected to consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active and vital involvement of students in their own learning and achievement through self-assessment.

Maronite College of the Holy Family assessment:

1. Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
2. Enables students to demonstrate what they know and can do.
3. Clarifies student understanding of concepts and promotes deeper understanding.
4. Provides evidence that current understanding and skills are a suitable basis for future learning.

[Appendix 2: Assessment Overview K-12].

10. TYPES of ASSESSMENTS

Maronite College of the Holy Family have embedded the three essential principles of Assessment.

1. Assessment *of* Learning 2. Assessment *for* Learning 3. Assessment *as* Learning. Collectively these provide the teacher with a true and authentic indication of each student's point of need and point of challenge in their learning.

Assessment *for*, *as* and *of* learning are College expectations of teachers as they are crucial methods which enable teachers to gather evidence and make judgements about student achievement. Teachers use discretion whether to use Assessment *for*, *as* and *of* learning individually or as a class or grade informally or formally.

Maronite College of the Holy Family articulates and resonates Assessment *for*, *as* and *of* learning with the collective agreed understanding as follows.

Assessment *for* Learning

Assessment *for* learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as '*formative assessment*', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment *for* learning:

1. Reflects a view of learning in which assessment helps students learn better rather than just achieve a better mark.
2. Involves formal and informal assessment activities as part of learning and to inform the planning of future learning.
3. Includes clear goals for the learning activity.
4. Provides effective feedback that motivates the learner and can lead to improvement.
5. Reflects a belief that all students can improve.
6. Encourages self-assessment and peer assessment as part of the regular classroom routines.
7. Involves teachers, students and parents reflecting on evidence.
8. Is inclusive of all learners.
- 9.

Assessment *as* Learning

Assessment *as* learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment *as* learning:

1. Encourages students to take responsibility for their own learning.
2. Requires students to ask questions about their learning.
3. Involves teachers and students creating *learning goals* to encourage growth and development.
4. Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning.
5. Encourages peer assessment, self-assessment and reflection.

Assessment *of* Learning

Assessment *of* learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as '*summative assessment*', it usually occurs at defined key points during a teaching work or at the end of a unit, Term or Semester and, may be used to rank or grade students. The effectiveness of assessment *of* learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment *of* learning:

1. Is used to plan future learning goals and pathways for students.
2. Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups and provides a transparent interpretation across all audiences.

The Assessment *of* learning approaches implemented, will be informed by:

- a) The evidence of student learning to be gathered,
- b) The processes for gathering the evidence,
- c) The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment *of* learning) as well as informing feedback to support students improve their learning (assessment *for* learning).

11. ASSESSMENT EXPECTATION

At Maronite College of the Holy Family all student assessment tasks must be;

1. Based on syllabus outcomes.
2. A valid instrument for what they are designed to assess.
3. Include criteria to clarify for students what aspects of learning are being assessed.
4. Enable students to demonstrate their learning in a range of task types.

All teachers are expected to;

- Ensure criteria are developed by year group teachers K-6 and KLA in the assessing process.
- Provide opportunities for teachers to gather evidence of student understanding.
- Provide opportunities for students to demonstrate their achievement in knowledge, understanding and skills.
- Involve formal and informal assessment activities.
- Include clear goals which are communicated to students and provides effective feedback to motivate the learner.
- Involve teachers, students and parent's interactions at various stages of learning.
- Include self-assessment which will encourage students taking responsibility for their own learning, setting their own learning goals to feel empowered.
- Enable teachers to use professional judgement to provide effective feedback for learning goals and pathways catering to each individual student's needs.
- Be in the form of teacher observations, peer and self-assessment, collaborative activities for K-10. This includes inquiry-based research, practical activities, presentations and collections of student work.

- Be embedded in teaching and learning programs
- Implement Assessment Plans developed for each grade in each KLA.
- Use the Maronite College of the Holy Family [Assessment Task template](#) (Stage 3 only)

Assessments must coincide with teaching/learning programs. Detailed assessment records for each KLA and links in programs.

Assessment tasks and grading must be consistent across each grade for reporting purposes and include a differentiated component.

Assessment records must be kept for a period of 12 months after the completion of each year.

Teachers can refer to the NESA website to ensure that they comply with the requirements in conjunction with the College's Policy and Procedures.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

<https://arc.nesa.nsw.edu.au/>

11.1 STUDENT SELF-ASSESSMENT

Maronite College of the Holy Family believes students have a vital role in their own learning and achievement through self-assessment. It is expected all teachers provide students the regular opportunity to self-assess in which teachers assess teaching and learning strategies, amend their program and implement adjustments when future planning and programming.

11.2 LEARNING PROGRESSIONS (NESA)

The [National Literacy and Numeracy Learning Progressions](#) (NESA) are used as ongoing assessment by Primary teachers at the Maronite College of the Holy Family in English and Mathematics as they provide critical information on a students, support teaching and learning aligned to the syllabi (including the new 2023/2024 syllabi) and the College Strategic Improvement Plan.

Student Information

Teachers use the National Literacy and Numeracy Progressions to assess and determine each student's progress by comparing their work samples against the progressions. This provides the teacher with valuable information in where to specifically focus the teaching and learning, set student English and Mathematics goals, challenge students (*where to next*), provides comparative information and data on students (Reports) and essentially demonstrates to the teacher the development of student learning that builds before, over the course of, and after the unit is complete. The Progressions critically provide the College with each student's learning progress over time from Kindergarten to Year Six.

Other benefits in using the National Literacy and Numeracy Learning Progressions include:

1. Assisting in strengthening teacher knowledge and facilitate a shared understanding of literacy and numeracy development amongst teaching staff.
2. Assisting teachers to identify the literacy and numeracy needs of students, target teaching and monitor progress throughout the teaching and learning cycle.
3. Assisting teachers to differentiate teaching and learning experiences and to provide feedback to students about *next steps* in learning.
4. Are used in support of the syllabi which remains the focus of planning, programming, teaching, learning and assessment.
5. Used to support the College improvement priorities as articulated in Strategic Improvement Plans.

NOTE: The National Literacy and Numeracy Learning Progressions have been updated (Version 3) to align with the new English and Mathematics Syllabi implemented in K-2 (2023) and Years 3-6 (2024).

11.3 FORMAL PRIMARY ASSESSMENT (K-6)

Primary teachers at Maronite College of the Holy Family use the following formal assessments as a benchmark, to check student growth in learning, to program further learnings and as evidence for Semester Reports. The results of the formal assessments are recorded on Sentral. Teachers also assess student progress throughout the term informally and adjust their programs accordingly.

11.3.1 Running Records:

Each student from Kindergarten to Year 2 (and those still on levelled readers in Years 3-6) require running records to be taken on a regular basis.

Kindergarten: Term 1 during Weeks 6-8, Term 2, 3 & 4 during Weeks 2-3.

Years 1-3: Terms 1, 2, 3 & 4 once a term Week 2-3. All running records need to be analysed and these records need to be uploaded onto Sentral within a week of completion.

11.3.2 Letter ID:

The full Letter ID (letter names, letter sound and word) needs to be completed with all Kindergarten students by Week 3 of Term 1. These results need to be uploaded onto Sentral by Week 4 Term 1. The letter ID needs to be completed at the end of Terms 2, 3 and 4 by those children who DO NOT know all their letters and sounds. Letter ID is required in Year One for those students who DO NOT know all their letters and sounds.

11.3.3 Sight Words:

Each term students K-2 are required to be assessed on their sight word knowledge (based on the Mini-Lit Word List). A copy of the children's unknown sight words is sent home for revision.

11.3.4 Writing:

A pre and post-test in writing is carried out each term for the set writing focus. The writing samples need to be analysed using the writing cluster post test results to be recorded in Sentral by the end of each term.

11.3.5 Oral Language Presentations:

Whole school Speech Competition Term 2 weeks 5-10. Students present their speech to the class and teachers mark according to a rubric.

11.3.6 SENA:

By Week 5 of Term 1 and by Week 10 of Term 3, students in Kindergarten to Year 2, (students in Year 3-6 still on SENA) will undergo SENA 1 and/or 2 in Mathematics. These results will be placed onto the College Student Management System.

11.3.7 PAT (Progressive Achievement Tests):

Years 1-6 are to take part in PAT tests for Reading, Numeracy in Term 1 Week 1-5 and Term 4 Week 1-5. In Term 1 data is to be compared with the previous end of year cohort and in Term 4 data is to be compared with current cohort. Kindergarten Weeks 1-5 Term 4 data is to be compared with current cohort.

11.3.8 Stage 3 Maths and English End of Year Exam:

Years 5 & 6 sit an English and Mathematics test consisting of a variety of exam questions such as multiple choice and short answer questions using NESA verbs based on content taught throughout the year.

11.4 ASSESSING STUDENTS WITH DISABILITIES

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Adjustments to the assessment process may include;

- Additional time, rest breaks.
- Use of a reader and/or scribe or specific technology adjustments to assessment activities.
- Rephrasing questions, using simplified language or alternative formats for questions and alternative formats for responses.
- Writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

12. ILLNESS/MISADVENTURE

Illness/misadventure is an event that occurs immediately prior to or during an assessment that is beyond the student's control. This could include and is not limited to illness, injury, death of a loved one, car accident, etc. It does not include computer or software malfunctions.

To apply for an illness misadventure, students in Years 5 -12 must fill in the [online illness/misadventure form](#) that can be found on the assessment notification, is the grade's TEAMS page within 48 hours of returning to the College. Supporting documentation must also be attached. For illness, this must be as medical certificate. A medical certificate provided by a doctor who is related to the student in any manner will not be accepted. The form gets sent to the Head of Curriculum for approval and an automatic email is sent to the student (with KLA Coordinator/Stage 3 Coordinator in cc) with acceptance or rejection and the requirements for submission.

13. ASSESSMENT: MALPRACTICE

Cheating, malpractice or plagiarism is dishonest behaviour by a student in any Stage/Year that gives them an unfair advantage over others in any assessment task.

It includes:

1. Copying in an examination from another student or using information secretly brought in.
2. Talking during an examination.
3. Handing in work that someone else did and saying it is the work of the student.
4. Making up journal entries for a research project.
5. Using information from the internet or elsewhere (e.g. books, journals, websites), and not acknowledging the source.
6. Using Artificial Intelligence (AI) to complete homework assignments and assessment tasks.

Malpractice in any assessment task for any student regardless of Stage/Year will result in zero marks being awarded. Parents will be contacted by the class teacher or Stage Coordinator advising of the malpractice and subsequent consequence. The student will still be required to submit the task.

13.1 ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) encompasses advanced computer systems designed to emulate human intelligence. AI technology plays a role in education, offering students and teachers the opportunity for advanced learning. However, with this comes ethical and equitable considerations and the potential for unfair advantage and/or bias in formalised assessments. Ethical and equitable considerations include fairness, transparency and accountability.

Maronite College of the Holy Family does not discourage the use of AI however, the College *does* enforce that no student will have an unfair advantage over other students by utilising AI to assist them achieve higher results in a formalised assessment task.

To ensure all students work is original and authentic in the assessment task, the following procedure is implemented:

1. Teacher marks all students' assessment tasks and notes down any suspicious use of AI.
2. Teacher (marker) communicates suspicions to the KLA Coordinator and/or the student's class teacher.
3. Both marker and KLA Coordinator discuss the suspicion with the student in question and gives them an opportunity to explain their process of completing the assessment task and articulate their understanding of the content/skills required in the assessment task. If the KLA Coordinator and class teacher are satisfied with the student's explanation, their mark stands.
4. Should the KLA Coordinator and teacher (marker) not be satisfied with this response, the student is required in the presence of the KLA Coordinator to either, sit the assessment in full or an alternative task, to demonstrate their understanding. This must be completed within 3-5 days from the AI discussion taking place.

5. If the student can articulate their understanding as indicated in Point 4, their initial mark for the assessment task stands. However, if the student is unable to satisfactorily articulate their understanding as indicated in Point 4, the student is awarded a zero (0) mark and an N-Warning is issued as per the College procedure.

13.2 PLAGIARISM AND COLLUSION (STAGE 3 Only)

The information on plagiarism and collusion is for Stage 3 (Years 5 & 6) students only in preparation for high school.

Plagiarism breaches the principles of academic honesty. It can take many forms and whether intentional or unintentional it is unacceptable in any piece of class work or assessment task.

Transcribing information from any source (e.g. book, website etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct.

Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. Class work or assessment tasks written or contributed to by parents, or another person is also regarded as collusion.

Examples of plagiarism include:

- a) Assigned work or assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site or another student's work.
- b) Assigned work or assessment task that is constructed of segments from several sources without acknowledgement and link by comments produced by the student.
- c) Summarisation of another person's work without acknowledging a source.
- d) Assigned work or assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
- e) Referring to sources or evidence, which the student has not read.
- f) Creating and using false survey responses, data or experiment results.
- g) When working as part of a group activity, the submission of identical work to another student.

Students are required to cite all sources. All research work submitted by a student must be properly referenced using www.citethisforme.com (APA system) provided by the class teacher. This website is provided in the Assessment Notification.

Procedural Consequence of Plagiarism and Collusion (Stage 3 ONLY)

1. Any assigned work or assessment task which is proven to contain plagiarised material, will render the student a zero mark.
Equally, any assigned work or assessment task which is proven to have been produced through collusion with other students, parent/guardian, or any other person, will also render the student a zero mark.
2. The teacher will inform the parent/guardian and Stage Coordinator of the plagiarism /collusion and rendering a zero mark.
3. The teacher will request the student resubmit the work or assessment task within a two-week period.
4. If the student plagiarises or colludes again, the Stage Coordinator will inform the Head of Curriculum who may then take the matter further. This could involve meeting with the student and their parents. The student will still need to submit the task.

Maronite College of the Holy Family is committed to providing information about a student's progress towards their achievement of outcomes in each Key Learning Area. The College will provide opportunities for communication between parents, educators, students and outside groups. The College is committed to a transparent approach to reporting.

DEFINITIONS

Reporting is the process of communicating information about student achievement and performance derived from the assessment process both formative and summative. Reporting is inclusive of a range of formal and informal strategies aimed at providing students, parents, teachers, other personal with accurate and relevant information about student achievement and progress.

Reporting Evidence. Teachers collect evidence of learning progress and levels from each student through a variety of assessment tasks, extending the process with *assessment for learning* into *assessment of learning*. In a standards framework this involves, teachers making professional judgements measured against expected KLA outcomes on student achievement at key points in the learning cycle.

Common Grade Scale (NESA) enables the College to report consistent information about student achievement to students and parents. It also enables teachers to plan the next step in the learning process.

Consistent Teacher Judgements involves *evidence-based shared understanding* in students' progress in performance standards towards achievement standards articulated through the language of KLA outcomes.

14 FORMAL COLLEGE REPORTS

Maronite College of the Holy Family's Student Reports are the **official legal document** which is provided to parents twice annually. Formal College reports include both achievement and effort in each academic and non-academic area.

The College formal reports inform parents of student's current level of achievement along with areas which require deeper attention in order for the student to reach their potential.

In accordance with Commonwealth mandatory requirements, Formal Reports must be confidential and be provided to parents twice annually using plain language that is readily understood by the parents. They must specify for each program year, *relative* and *comparative reporting* of a student's progress and achievement.

Refer to Appendix 3: MCHF Guidelines for Writing Report Comments

14.1 REPORTING ACHIEVEMENT LEVELS

Reporting Achievement Levels also known as 'relative reporting', refers to the allocation of achievement levels for each Key Learning Area (KLA) which must be labelled and clearly defined against specific learning standards known as the *Common Grade Scale* (NESA). The equivalent wording at Maronite College of the Holy Family for NESA's *Common Grade Scale* of A, B, C, D and E are;

- A = Outstanding Achievement
- B = High Achievement
- C = Satisfactory Achievement
- D = Limited Achievement
- E = Low Achievement

14.2 COMMON GRADE SCALE DESCRIPTORS (NESA)

Teachers must use the Common Grade Scale Performance Descriptors (NESA) at each grade level when formally reporting on student achievement .

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

14.3 REPORTING on EFFORT

Reporting on student academic EFFORT is just as important as reporting student achievement as it relates to students work ethic, self-regulation, self-reflection, agency and disposition. The wording for Effort used at Maronite College of the Holy Family in Semester Reports includes;

C = Commendable

S = Satisfactory

N = Needs Improvement

14.4 REPORTING on SOCIAL DEVELOPMENT

The Common Grade Scale does not apply to Social Development. The scale and wording used at Maronite College of the Holy Family for Social Development in each area include;

C = Consistently

U = Usually

S = Sometimes

R = Rarely

14.5 REPORT PROCEDURE

1. Reports are compiled twice a year for each student from Kindergarten to Year 12 at the end of each Semester (Terms 2 and 4).
2. K-12 Reports are distributed through the Sentral Parent Portal on the College website in Semester 1 and in Semester 2.
3. Comparative information for each grade is provided to the parents.
4. For K-6, formal parent teacher interviews are conducted on the final day of Term 2.
5. For Year 12, formal parent teacher interviews are held at the end of Semester 1.
6. For Year 11, formal parent teacher interviews are held at the end of the Preliminary Course (Start of Term 4).
7. For Years 7-10, formal parent teacher interviews are held at the end of Term 2
8. Additional parent teacher meetings to further review student progress are held throughout the year as required.
9. Parent sessions are held in Term 1 to provide information about assessing and reporting.

14.6 COMPARATIVE REPORTING

Comparative Reporting refers to the student's achievement in relation to the achievement of the student's peer group at the College. This distribution will be represented using the number of students achieving each grade is provided to parents only on request.

14.7 EDUCATIONAL REPORTING

The Head of College at Maronite College of the Holy Family will ensure the College's participation in annual reporting to disclose publicly the educational measures and policies of the College as identified by the Minister and to provide data to the Minister that is relevant to any Ministerial report to Parliament on the effectiveness of schooling in the state should such data be required.

15. PROFILES & RECORDS

The College collects and retain student information such as progress in learning, medical and family. All student information is retained on the College Management System.

15.1 STUDENT PROFILES

Profiles are kept for each student. These are updated regularly on the College's School Management System, Sentral and include a summary of information regarding a student's academic and behavioural progress. Student Profiles are stored online in Sentral and in the Administration Offices. They are used by Coordinators to review and track each student's progress.

Procedure:

1. Teachers will assess students regularly.
2. Student performance is recognised via weekly class awards.
3. Outstanding student performance is recognised at end of term award assemblies. Principal's Awards are received for Academic Excellence, Outstanding Achievement and Christian Values.

15.2 STUDENT RECORDS

Student records of academic progress is kept on the College Management System and in the Administration Office for every year the student attends the College. Academic records included formal assessments tracked and Semester One and Two annual reports to parents.

Student academic records are kept for seven years from the last day the student attends the College or 25 years whichever comes first.

Section 4: ORGANISATIONAL STRUCTURES

Maronite College of the Holy Family operations and facilities are implemented and provided to students to support teaching and learning.

Parents are respected as the first and continuous educations of their children. Maronite College of the Holy Family encourages, engages and support parents to fully participate in their child/ren learning.

16. CLASS GROUPING AND DELIVERY

Primary Students Kindergarten to Year Six will be allocated to mixed ability grouped classes. Within these classes teaching strategies which are responsive to the needs and strengths of each student will be adopted.

1. Each grade K-6 will be a minimum of four streams.
2. Class teachers will meet with specialist staff at the end of each year to allocate students to the following years grades.
3. Students' academic and social needs will be considered.

17. SPECIALIST CLASSES

The College supports the needs of the students by providing Primary Specialist classes in a variety of Key Learning Areas.

ARABIC

Daily Arabic lessons provide students with an opportunity to learn the language of the Community in which they live.

Only students with severe language disability and a specialist recommendation will be exempt from participating in Arabic lessons.

SPECIALISED SPORT

Students from Kindergarten to Year 6 participate in a swimming program at Auburn Ruth Everess Aquatic Centre. These lessons are conducted by swimming instructors at the Centre and are supervised by class teachers.

The College employs specialist sport teachers who conduct a series of skill based lessons in College grounds for example, gymnastics and athletics.

18. SPECIALIST FACILITIES

The College has multiple specialist facilities in Secondary which are available to primary classes on request.

18.1 PRIMARY LEARNING CENTRE

The College aims to develop students who are effective users of ideas and information in order to develop their ability to think critically, research skilfully, ethically use information and become enthusiastic readers. The Centre functions to develop the College as a centre of learning, promoting a collaborative learning and teaching environment.

THE CENTRE

1. Provides staff and students with all possible sources of information both within and beyond the walls of the College and provides assistance in utilising these resources.
2. Ensures that the centre provides a service to the College and makes an active and meaningful contribution to the curriculum.
3. Develops, organises, manages and evaluates information resources so that they meet the changing educational, cultural and recreational needs of student.
4. Offers the students reading guidance and actively promotes reading.
5. Offers the centre as a public place for displays of student work.
6. Collaborate with staff to design and implement units of instruction which integrate technology, creative problem-solving opportunities and critical thinking skills. These programs must be NESA compliant and focus on integration priorities.
7. Instil in students a love of learning and fostering independent inquiry skills, collaborative work practices and refined presentation skills through the use of Technology.
8. Implement and maintain current educational trends (such as flipped classroom, STEM, PBL, integrated learning).

OPERATION

1. The Learning Centre is open from 8:10 am to 3:30 pm Monday to Friday.
2. Students may use the Learning Centre every day during Break 1 and Break 2.
3. Learning Centre lessons will begin in Term 1 Week 2.
4. A literature-based program combined with library skills will be taught from K-3. Years 4-6 will focus on developing their PBL and STEM based skills during their Learning centre time.
5. When borrowing books from the Learning Centre students are required to keep all books in a library bag. College library bags may be purchased from the College shop. Each student needs his/her own waterproof bag. Students need to borrow books every week and return them on time. Overdue notices are printed and sent home on a weekly basis. Lost or damaged books must be paid for at the main office.
6. Premier's Reading Challenge: All K-6 students will participate in the Premier's Reading Challenge. This will run during Terms 2 and 3. Y-6 Students must complete their online Student Reading Records by the due date. K-2 students will complete the challenge in their classes at College. For rules and privacy information please see <https://online.det.nsw.edu.au/prc/home.html>

BORROWING

	Limit	Period
K - 2 students	1 item	1 week
Y 3 – 6 students	2 items	1 week

18.2 INFORMATION TECHNOLOGY CLASSROOM

The importance of the role of technology in education is well recognised throughout Australia. In order to be informed and active participants in our changing society, students now and in the future will need to be self-directed learners, able to identify issues, pose questions, synthesize ideas and develop creative solutions to problems.

K-6 students at Maronite College of the Holy Family participate in activities that assist in the development of their ability to:

1. Use computer-based technologies to locate, access, evaluate, manipulate, create, store and retrieve information;
2. Express ideas and communicate with others, using computer-based technologies;
3. Discriminate in the choice and use of computer-based technologies for a given purpose;
4. Develop the confidence to explore, adapt and shape technological understandings and skills in response to challenges now and in the future.

Maronite College of the Holy Family continues to become increasingly resourced in the area of Information & Communication Technologies (ICT) which is accessible to all classes. Interactive installed in all classrooms BYOD (Bring in their Own Device) is compulsory for Years 3-6 students and iPads are available for use for K-2 students.

19. EDUCATION REQUIREMENTS (Documents and Organisation)

As an organisation accountable to people we serve, necessary educational documents are to be kept in a manner which reflects the quality of education we strive to achieve.

19.1 TEACHING PROGRAMS

1. **Teaching Programs** will be written and presented in a professional manner by all teachers. As requirement of our Disaster Recovery Plan staff is to save all their work on their own USB or external drive for access off school grounds in the event of an emergency.
2. All programs must follow NESA Syllabi and reflect the outcomes-based approach in line with College requirements and KLA Scope and Sequences must be consistent across each grade.
3. All teaching programs are to be accessed on College intranet. Individual amendments such as anecdotal comments regarding student progress, need to be made to differentiate teaching strategies and learning tasks to accommodate ability levels by each teacher.
4. All teaching programs remain the property of the College for a period of twelve months after the completion of each College year.

19.2 ASSESSMENTS

1. **Assessments** must be linked in teaching/learning programs under each KLA and detailed assessment records (student data) in each KLA must be evident. Where possible record student assessment data onto Sentral.
2. Assessment records must be kept for a period of **12 months after the completion of each year**.
3. Assessment tasks and grading must be consistent across each grade for reporting purposes and include a differentiated component. For further information: <https://arc.nesa.nsw.edu.au/>

19.3 PROGRAMS REVIEW

Stage Coordinator will review class and EAL/D programs, assessment records and student workbooks. Feedback will be provided to teachers. The Head of Curriculum will meet with the Stage Coordinators regarding all program reviews. Diversity Coordinator will review Learning Support programs.

19.4 CLASS ROLLS

1. Class Rolls will be marked daily following the procedure outlined in the Attendance Policy and Procedures.
2. Absences will be recorded on College reports.
3. Parents wishing to pick up their children before dismissal at 3:10 pm must obtain a note from the office. Notes are to be kept with school rolls and absences documented.

19.5 TIMETABLES

1. Timetables are to be prepared and displayed in the classroom showing the organisation of each day.
2. Timetables must be included in Class Programs each Term.
3. Timetables are to be organised to meet with the necessary requirements stipulated by NSW Education Standards Authority (NESA) especially in relation to time allocated for each KLA.

19.6 STUDENT PROFILES

Student Profiles are to be completed by class teachers at the beginning and end of each term on the College Management System. They are to be updated regularly as new information arises.

19.7 MEDICAL INFORMATION

Medical Information notes are to be handed to children in Week 1. (Refer to Work Health and Safety Policy for more information). These are to be collected and the information recorded on Student Profiles. All signed Medical Information forms are to be handed to Stage Coordinators and Head of Wellbeing with a summary of collated information on a class list by Week 3 Term 1.

19.8 SEMESTER REPORTS

A Report on each student is to be completed at the end of each Semester in Sentral. Copies of completed and signed reports are to be made and sent to Administration before distribution to parents.

20. PARENTAL/GUARDIAN INVOLVEMENT

Parents/Guardians are an integral part of their child's education. The College acknowledges the important role parents/guardians play and encourage parent/guardian Volunteers as additional support in the Primary classes.

Parents/Guardians who wish to assist in classrooms as a Volunteer must first participate in the College Volunteer Induction Program conducted at the commencement of each College year. The Class Teacher provides instructions to the Volunteers who are supporting students in a particular area. Parent/Guardian Volunteers are always supervised by class teachers.

Parent/Guardian Information sessions are held at the start of each College year to inform parents of College and class expectations and any new changes such as new syllabus documents. Parents/Guardian are also kept informed each term through the Grade Overview posted on the College Website.

THE AUSTRALIAN CURRICULUM IN NEW SOUTH WALES


1. The College monitors and keeps up to date with changes to the K-12 Australian Curriculum via:
 - a. [Australian Curriculum Assessment and Reporting Authority \(ACARA\)](#)
 - b. [Version 9 Australian Curriculum](#)
 - c. [National Assessment Program \(NAPLAN\)](#)
2. Relevant information in relation to the Australian curriculum is disseminated to teachers, Executive, parents and/or students by the Head of Curriculum K-12 and the Executive Principal as required.
3. Staff are provided with the necessary support and resources by the Head of Curriculum K-12 and College Executive to implement the changes into teaching programs and assessments in preparation for commencement of the new curriculum as proposed by the Australian government.

LEGISLATION AND REGULATIONS

Education Act 1990
NSW Education Standards Authority (NESA)
Teacher Accreditation Act also known as the “NESA Act” 2004
Commonwealth Disability Discrimination Act 1992
Disability Services Act 1993 (NSW)
Anti-Discrimination Act 1977 (NSW)
Multicultural Legislation Amendment Act 2014 (NSW)

MCHF RELATED DOCUMENTATION

Enrolment Policy and Procedure
Student Attendance Policy and Procedures
ICT Policy
Student ICT Acceptable User Policy
Student BYOD Policy
Student Welfare Policy and Procedures
Student Behaviour Management Policy and Procedures
Complaints Handling Policy and Procedures for All Stakeholders
Privacy Policy, Plan and Procedures
Employment Relations Policy and Procedures
Staff Code of Conduct Policy
Parent Constitution
Staff Handbook (current Year)
Parent Handbook (current year)

POLICY DATES			
Implemented	2023	Reviewed	February 2023; 04/10/2023; 14/06/2024
Next Policy Review Due	February 2027		
POLICY AUTHORISATION			
EXECUTIVE PRINCIPAL: Sr Margaret Ghosn	SIGNATURE: 		DATE: 06/10/2023
POLICY DETAILS			
Policy Number: 0020 Policy Version: 0001, 0002 Tracked Changes: 2023 Version 0001: Primary Curriculum Policy and Assessment Policy K-12 have been merged into one Policy and Procedure now called “Primary Curriculum & Assessment Policy and Procedures” Inclusion on the College Mission, Vision, Motto and Ethos. Change of leadership titles. Inclusion of NSW Child Safe Standards 2023 Version 0002: Inclusion of Artificial Intelligence. 2024 Version 0003: Updated Mission & Vision Attachments: Appendix 1 Program Checklist Appendix 2 Assessment Overview K-12 Appendix 3 MCHF Guidelines for Writing Report Comments			

MCHF PRIMARY PROGRAM CHECKLIST

PROGRAM COMPLIANCE (NESA) AND COLLEGE REQUIREMENTS		COMPLIANT	
		✓	X
1.	Title of document		
2.	College name or Logo (which has College name on it)		
3.	Class Teacher's name (if more than one teacher e.g. job share includes all names)		
4.	Correct Calendar Year		
5.	Stage, Year or Class Name e.g. Year 4 Amber		
6.	Class Profile: Term One ONLY Link in Program Class Profile must include; <ul style="list-style-type: none"> - Class size; boy/girl ratio - Learning Support students and specific area of concern - Particular seating arrangements - Behaviour concerns - Medical issues - Any other important information that is not of a 'confidential' status 		
3.	Class List (this assists casual teachers)		
4.	Timetables must Include: College Name, Teacher/s Name, Class Name, Year and Term for the 4 terms (Link to College Management System in program) Timetable inclusions; <ul style="list-style-type: none"> - Class Timetable - EAL/D/Integration Teacher Timetable - Learning Support Timetable 		
5.	Title Page for each KLA with correct Syllabus name e.g. English not Literacy; add HSIE in front of Geography and History e.g. HSIE: Geography and HSIE: History (separate title pages).		
6.	Stage Statement for each KLA Term One ONLY (not necessary in other terms)		
7.	Correct College Template for subjects must be used for consistency e.g. English and Mathematics (located in SharePoint > Primary Education > Compliance > Programs > in the KLA).		
8.	Title of Unit of Work (consistent with each KLA Scope and Sequence and Assessment)		
9.	Heading of unit include; <ul style="list-style-type: none"> - Teacher's name - Class Name - Term - Timing of unit of work (when in term) e.g. Term 1 Weeks 6-10 - Duration of unit (as per syllabi) e.g. 4 Weeks 		
10.	Overview/description of unit of work		
11.	Targeted syllabus outcomes to be explicitly taught in the unit <u>Identifying Code first</u> followed by <u>full text</u> of outcome e.g. EN1-RECOM-01 comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning.		
12.	Cross Curriculum Perspective Outcomes (other KLAs e.g. Science and Technology/History) Just write the outcome identifying code only as it is fully stated in the actual KLA).		

13.	Key Terminology that reflects current syllabus for the subject		
14.	Learning Intent for each lesson (use outcomes)		
15.	Success Criteria (some of which is collaboratively developed with students). Success Criteria must demonstrate an increase in levels from basic stage/year criteria to highly accomplished (outcomes/indicators at end of stage and/or beginning of next stage).		
16.	Content = Selected knowledge, understanding and skills to be explicitly taught in the unit.		
17.	Plan a variety of engaging teaching strategies and learning experiences e.g. different approaches for a range of learning styles, challenging and achievable, support participation, communication strategies and resources		
18.	Include strategies for Aboriginal & Torres Strait Islander students		
19.	Include adjustments for students with disabilities.		
20.	All 3 points must be present in Teaching, Learning and Assessment strategies/experiences (according to NESAs) 1. Organised into learning sequences 2. Relevant to outcomes and content 3. Provide for the development of knowledge and skills and achievement of outcomes.		
21.	Lesson Sequence = Is the learning progression for students. Teaching Strategies and Learning experiences are documented under Modelled (may include explicit teaching) Shared (whole class/groups/pairs), Guided (normally used for explicit teaching/supporting small groups of students e.g. English/Mathematics) and Independent (individual tasks/student working on their own) learning tasks Steps not locked in sequence (it may be appropriate to have shared followed by modelled). College expectations (Best Practice Sheena Cameron) and Compliance (“clear lesson sequence”).		
23	Differentiation = Catering to the range of student abilities and interest including enabling and extending e.g. differentiated and extension activities (Colour coding makes them easily identifiable).		
24	Assessment Tasks must be embedded into the program. Include a link in your program to each assessment task in each KLA. (All assessment tasks are stored in a separate folder e.g. Kindy Assessments > under KLA name e.g. History).		
25	Marking Criteria = Each assessment task must have a marking criteria to measure student success against e.g. Success Criteria		
26.	Assessments per term = Every KLA must be assessed each term through ongoing assessments during and at the end of each unit of work. (Refer to Primary Assessment Overview).		
	Assessment Retention = The class teacher must retain student assessments for the current year/cohort that reflect the levels of student achievement.		
27.	Resources used to teach the unit of work must be evident. Resources may be a separate list and/or hyperlinked into teaching and learning strategies and experiences Examples may include: - Text/references, articles and literary resources - Website, digital technologies, multimedia resources - Other specific resources and equipment		
28.	Annotations = Each class teacher teaching the unit of work must record the delivery of the unit at regular intervals by annotations. (Electronic annotations do not need to be signed as they appear with the teacher’s name when comment is inserted).		
29.	Program Adjustments = There must be evidence in teacher’s program of adjustments made (teaching/learning) as a result of and aligned to the teacher’s documented lesson annotations.		
30.	Reflection/evaluation on each unit of work in program.		
31.	Work Samples must align to the teaching program, assessment tasks and each KLA Scope and Sequence.		



ASSESSMENT OVERVIEW K-6

KINDERGARTEN

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE
Collaborative Activities	English	English- Oral language & communication	3,4,5,6,8,9			5	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
		English- Vocabulary/Phonological Awareness/Print Conventions			9		
	Mathematics	Mathematics- Number & Algebra	8				
		Mathematics- Measurement & Space	5,6,9,10				
	PDHPE	PD/H	8				
		PE			7		
	Creative Arts	Creative Arts- Drama	7				
	Science	Science		5			
	Digital Technology	Digital Technology			5,9		
Collection of Student Work	Religion	Religion	9	5,10		7,9	
		Religion- Unit 1 & Unit 2			4,10		
	English	English- creating written texts, spelling & handwriting	3,6,9	5	8	5	
	Mathematics	Mathematics- Number & Algebra	2,3,4,7	5,8	4,9	5	
		Mathematics- Measurement & Space	2,9	9	2,8	6	

		Mathematics- Statistics & Probability		3		6		
	Creative Arts	Creative Arts- Visual Art	9					
	Digital Technology	Digital Technology	4					
	PD/H/PE	PD/H		7	6	5		
	Science	Science		9		5		
	HSIE (History)	HSIE (History)		4				
Letter Identification	English	English	1-3	9	9	9	<ul style="list-style-type: none"> - Marie Clay Letter Identification Assessment - Results uploaded to Sentral 	
Practical Activities	Mathematics	Mathematics- Number & Algebra	6		6	2	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
		Mathematics- Measurement & Space		2,3,6,9	8	4		
	PD/H/PE	PE	9	5	7	6,7		
	English	English- Vocabulary/ Phonological awareness/ Print conventions				5		
	Digital Technology	Digital Technology	9,10		5			
	Creative Arts	Creative Arts- Visual Arts			7	2		
		Creative Arts- Music				7		
		Creative Arts- Dance						7
Religion	Religion				3			
Presentation	English	English- Oral Language & Communication	7	4	8		<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
	HSIE	Geography	8,9		10			
	Creative Arts	Creative Arts- Drama	7					
Running Records	English	English	6,7,8	2,3	2,3	2,3	<ul style="list-style-type: none"> - PM Benchmarks - Updated each term results uploaded to Sentral 	
PAT Testing	English	English- Early Years PAT Reading				1-5	<ul style="list-style-type: none"> - Results added to Sentral/SharePoint 	
	Mathematics	Mathematics- Early Years PAT Maths				1-5		

SENA	Mathematics	Mathematics	1-5		1-5		- Results added to Sentral
Teacher Observation	Religion	Religion	5,8				- Marking aligned to success criteria
	English	English- Reading fluency & Reading comprehension/ Understanding and responding to Literature	3,6,9	5	9	6	- Grades saved into Sentral Mark book
		English- Vocabulary/ Phonological awareness/Print conventions	2,5,10	5	9	5	- Feedback provided to students- verbal and written
		English- oral language & communication	2,3,4,5,6,7,8,9,10		8	5	
	Mathematics	Mathematics- Number & Algebra	2,3,4,5,7	3			1,2,3,7,8,9
		Mathematics- Measurement & Space	2,6				7,8,9
		Mathematics- Statistics & Probability	2		10		
	PD/H/PE	PD/H	8				
		PE	9	5			
	Creative Arts	Creative Arts- Music	6				
		Creative Arts- Drama	7	10	5		
		Creative Arts- Dance		5			
		Creative Arts- Visual Arts			2		
	Digital Technology	Digital Technology	2,9,10				
Science	Science					7	
HSIE	Geography					6	
Writing Samples	English	English	2,9	2,9	2,9	2,9	- Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral

YEAR ONE

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE
Collaborative Activities	Creative Arts	Creative Arts- Music			10		<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	PD/H/PE	PDH				4	
Collection of Student Work	English	English- Reading fluency and Reading comprehension/ Understanding and responding to literature	9		10	4	
		English- Creating Written texts and handwriting	2,10	8	10	1	
		English- Vocabulary/ Phonic knowledge and spelling	2,5,9	5,9	5,10	5,9	
	Mathematics	Mathematics- Number & algebra	4,6,8	4,6	4,6,8	2,4,6	
		Mathematics- Measurement & Space	1,10	2,6,8,10	2,6,8	2,4	
		Mathematics- Statistics & Probability	2		10	9	
	Religion	Religion	10	4,7	3,5,9	7	
	Science	Science	10		4		
	Digital Technologies	Digital Technologies				4	
	Creative Arts	Creative Arts- Visual Arts	3				
	PDHPE	PDH		4	10		
HSIE	HSIE- History	10					
HSIE	HSIE- Geography			10	5		
Letter Identification	English	English (for students who do not know all their letters and sounds)	1-3	9	9	9	<ul style="list-style-type: none"> - Marie Clay Letter Identification Assessment - Results uploaded to Sentral
Peer and Self-Assessment	PD/H/PE	PDH	10				<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	Creative Arts	Creative Arts- Visual Art	3				
Practical Activities	Mathematics	Mathematics- Measurement & Space		10	4,8		
	Science	Science	8				

	Digital Technologies	Digital Technologies		10			
	PD/H/PE	PE	10	4	9,10	6	
	Creative Arts	Creative Arts- Drama		3			
		Creative Arts- Music				10	
	Creative Arts- Dance					8	
Presentation	Science	Science	9				<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	Digital Technologies	Digital Technologies		10		5	
	PD/H/PE	PD/H	10				
	Religion	Religion		7			
	English	English- Oral Language and communication	7	7	7	3	
	HSIE	HSIE- History		6			
	Creative Arts	Creative Arts- Drama				6	
Running Records	English	English – Reading fluency and comprehension	2,3	2,3	2,3	2,3	<ul style="list-style-type: none"> - PM Benchmarks - Updated each term results uploaded to Sentral
PAT Testing	Mathematics	Mathematics Early Years- PAT Maths	1-5			1-5	<ul style="list-style-type: none"> - Results added to Sentral/SharePoint
	English	English Early Years- PAT Reading	1-5			1-5	
SENA	Mathematics	Mathematics	1-5		10		<ul style="list-style-type: none"> - Results added to Sentral
Teacher Observation	English	English- Reading fluency and Reading comprehension/ Understanding and responding to literature	3,6,9	3,6,9	3,6	4	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
		English- Oral Language and Communication				3	
	Religion	Religion		5		3	
	Mathematics	Mathematics- Number & Algebra				2	
		Mathematics- Measurement & Space		4	6	2,7	
	HSIE	HSIE- History	10	7			
	HSIE	HSIE- Geography			10		
	Creative Arts	Creative Arts- Music	9				

	Mathematics	Mathematics- Number and Algebra		8			
		Mathematics- Measurement and Space		4			
Writing Samples	English	English- Creating Written Texts	2,9	2,9	2,9	2,9	<ul style="list-style-type: none"> - Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral

YEAR TWO

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE
Collaborative Activities	Mathematics	Mathematics- Number & Algebra				4	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
		Mathematics- Measurement & Space		9			
		Mathematics- Statistics & Probability				8	
	HSIE	History/Geography			5		
Collection of Student Work	Religion	Religion		10		5	
		Religion- Unit 1 & Unit 2			5,10		
	English	English- Reading fluency and Reading comprehension/ Understanding and responding to literature		3		3	
		English- Creating Written Texts/Handwriting		6	2,6	1,5	
		English- Vocabulary/Phonic knowledge/spelling		2,3,4,5,6,7,8,9,10	2,3,4,5,6,7,8,9,10	2,3,4,5,6,7,8	
	Mathematics	Mathematics- Number & Algebra		2,6	3,6,8	1,3	
		Mathematics- Measurement & Space		4,7			
	Science & Technology	Science & Technology		4			
	PD/H/PE	PDH		8	3	5	
	HSIE	HSIE- Geography		7			
Inquiry Based Activities	Mathematics	Mathematics- Number and Algebra		3,6	6		
		Mathematics- Statistics & Probability	2		10	7	
		Mathematics- Measurement & Space				2	
	Science & Technology	Science & Technology				6	

Peer and Self-Assessment	Creative Arts	Creative Arts- Visual Arts	5				
		Creative Arts – Dance					
		Creative Arts- Music		5			
	English	English- Creating Written texts/Handwriting				2,5	
Mathematics	Mathematics- Measurement & Space				5,6		
Practical Activities	Mathematics	Mathematics- Number & Algebra	4,6,8				
		Mathematics- Measurement & Space	1,10	8,10	2,4,9		
		Mathematics- Statistics & Probability			10		
	English	English- creating written texts/Handwriting	5				
		English- Vocabulary/Phonic knowledge/Spelling	2,3,4,5,6,7,8,9,10				
	PD/H/PE	PD/H	9				
		PE	10	4	7	6	
	Creative Arts	Creative Arts- Visual Arts	5				
		Creative Arts- Music		4			
		Creative Arts- Dance & Drama			10		
Science & Technology	Digital Technology	10		6	6		
Religion	Religion	10					
Presentation	HSIE	HSIE- Geography		7			<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	English	English- Oral language and Communication		7	10	4	
	Creative Arts	Creative Arts- Dance & Drama			10		
Running Records	English	English- Reading, Fluency & Comprehension	2,3	2,3	2,3	2,3	<ul style="list-style-type: none"> - PM Benchmarks - Updated each term results uploaded to Sentral
PAT Testing	Mathematics	Mathematics- PAT Maths	1-5			1-5	<ul style="list-style-type: none"> - Results added to Sentral/SharePoint
	English	English- PAT Reading	1-5			1-5	
SENA	Mathematics	Mathematics	1-5		10		<ul style="list-style-type: none"> - Results added to Sentral
Teacher Observation	Religion	Religion	7	5			<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book
	Mathematics	Mathematics- Number & Algebra					

		Mathematics- Measurement & Space	10	8,10	2,4,9		- Feedback provided to students- verbal and written
		Mathematics- Statistics & Probability					
	English	English- Reading fluency and Reading comprehension/ Understanding and responding to literature	2,7	10	5,6	3	
		English- Creating written texts/Handwriting		8			
		English- Oral Language and Communication	1		10	4	
	Creative Arts	Creative Arts- Music		5	7		
	PD/H/PE	PE			7	6	
	Science & Technology	Science & Technology	1		6		
	HSIE	HSIE- History/Geography	4		5	4	
Writing Samples	English	English- Creating Written Text/ Handwriting	2,9	2,9	2,9	2,9	- Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral

YEAR THREE

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE
Collaborative Activities	Religion	Religion	10	5	5		<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	PD/H/PE	PDH	10		8	4	
		PE	10	3	5		
	Creative Arts	Creative Arts- Drama	8			8	
		Creative Arts- Music		4		4	
		Creative Arts- Dance		8	9		
		Creative Arts- Visual Arts			4		
	HSIE	HSIE- History			8		
	Science & Technology	Digital Technology			6		
		Science & Technology				6	
Mathematics	Mathematics- Measurement & Geometry				5,7		
Collection of Student Work	English	English- Reading and Viewing	9		8		
		English- Writing and Representing	7	8	9	8	
	Mathematics	Mathematics- Number & Algebra	4	3	3	3	
		Mathematics- Measurement & Geometry	8	6,8	6,8		
		Mathematics- Statistics & Probability	10	10	10		
	HSIE	HSIE- Geography	8	7			
		HSIE- History			8		
	Creative Arts	Creative Arts- Visual Arts	5				
	PD/H/PE	PD/H		5			
	Religion	Religion		10	10	4	
Science & Technology	Digital Technology		5	6			
	Science & Technology				5		
Inquiry Based Activities	English	English- Reding & Viewing	3	3	3	3	
		English- Speaking & Listening	7			3	
	HSIE	HSIE- Geography	7	7			
	PD/H/PE	PDH	10		8		

	Science & Technology	Science & Technology		5				
NAPLAN	English	English- spelling, reading, writing, punctuation	7-9				- Results uploaded to Sentral	
	Mathematics	Mathematics- Numeracy	8,9					
Peer & Self-Assessment	English	English- Writing and Representing	3	3	3	3	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
Practical Activities	PD/H/PE	PDH				4		
		PE	10	3	5	6		
	Creative Arts	Creative Arts- Visual Arts	5		4			
		Creative Arts- Music			4			4
		Creative Arts- Dance			8	9		
		Creative Arts- Drama						8
	Religion	Religion		5	5			
	HSIE	HSIE- History				8		
	Mathematics	Mathematics- Number & Algebra						3
		Mathematics- Measurement & Geometry					5,7	
Science & Technology	Science & Technology					6		
Presentation	Religion	Religion	10				<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
	English	English- Speaking & Listening	7			3		
	PD/H/PE	PDH	10					4
		PE	10					
	Creative Arts	Creative Arts- Drama	8					
		Creative Arts- Music			4			4
		Creative Arts- Dance			8	9		
		Creative Arts- Visual Arts				4		
Science & Technology	Science & Technology		5					
Running Records	English	English (for students still on levelled readers)	2,3	2,3	2,3	2,3	<ul style="list-style-type: none"> - Oxford Benchmarks - Updated each term results uploaded to Sentral 	
PAT Testing	Mathematics	Mathematics- PAT Maths	1-5			1-5	- Results added to Sentral/SharePoint	
	English	English- PAT Reading	1-5			1-5		
SENA	Mathematics	Mathematics (for students still on SENA)	1-5		10		- Results added to Sentral	

Teacher Observation	Religion	Religion	10	5,10	5,10	4	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	English	English- Reading & Viewing	3	3	3,8	3	
		English- Writing & Representing	7	8	9	8	
		English- Speaking & Listening		4	8		
	Mathematics	Mathematics- Number & Algebra	4	3	3	3	
		Mathematics- Measurement & Geometry	8	6,8	6,8	5,7	
		Mathematics- Statistics & Probability	10	10	10		
	Science & Technology	Digital Technology	10	5	7		
	PD/H/PE	PDH		5	8		
		PE		3	5	6	
	Creative Arts	Creative Arts- Music		4			
		Creative Arts- Dance		8	9		
		Creative Arts- Visual Arts			4		
HSIE	HSIE- History			8			
Writing Samples	English	English	2,9	2,9	2,9	2,9	<ul style="list-style-type: none"> - Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral

YEAR FOUR

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE
Collaborative Activities	PD/H/PE	PE		10		6	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
	Creative Arts	Creative Arts- Music	10		10		
		Creative Arts- Drama		9	6		
		Creative Arts- Dance		5			
	Religion	Religion					
	Science & Technology	Science & Technology		8		4	
English	English- Writing & Representing			3	3		
Collection of Student Work	Religion	Religion		5,9	5,10		
	English	English- Reading & Viewing	4,5,9	4,5,9	10		
		English- Writing & Representing	5	4,5	8		
	Mathematics	Mathematics- Number & Algebra	4,7,10	6	6,10	5	
		Mathematics- Measurement & Geometry		6,9	2,8	1,7	
		Mathematics- Statistics & Probability		4	4	3	
	PD/H/PE	PDH		5	7	5,6	
		PE			5		
	HSIE	HSIE- History		5			
		HSIE- Geography			7		
Creative Arts	Creative Arts- Visual Arts			3			
Inquiry Based Activities	Religion	Religion	6				
	HSIE	HSIE- History	6	5			
		HSIE- Geography			7	4	
	PD/H/PE	PDH			7	4	
	Science	Science	3				
	Science & Technology	Science & Technology		8	9	4	
English	English- Reading & Viewing	2,3	1,2,3	2,3	2,3		
Peer & Self-Assessment	English	English- Speaking & Listening			3	3	
	PD/H/PE	PDH	10				
	HSIE	HSIE- History		5			

	Religion	Religion				4		
Practical Activities	PD/H/PE	PE	9	10	5	5,6		
	Creative Arts	Creative Arts- Visual Arts	5			5		
		Creative Arts- Music	10		10			
		Creative Arts- Drama		9	6			
		Creative Arts- Dance		5				
	English	English- Speaking & Listening	9,10	9,10		4		
English- Writing & Representing				3	5			
HSIE	HSIE- Geography				4			
Presentation	HSIE	HSIE- History	6				<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
		HSIE- Geography				4		
	PD/H/PE	PE			5			
	Creative Arts	Creative Arts- Visual Arts	5		3			
		Creative Arts- Music	10		10			
		Creative Arts- Drama		9	6			
		Creative Arts- Dance		5				
	Science	Science	9					
Science & Technology	Science & Technology		8	9	4			
English	English- Speaking & Listening	8	8	3	5			
Running Records	English	English (for students still on levelled readers)	2,3	2,3	2,3	2,3	<ul style="list-style-type: none"> - Oxford Benchmarks - Updated each term results uploaded to Sentral 	
PAT Testing	Mathematics	Mathematics- PAT Maths	1-5			1-5	<ul style="list-style-type: none"> - Results added to Sentral 	
	English	English- PAT Read						
		e-Write						
TIMMS Testing (By ACER)	Mathematics & Science	Mathematics & Science				Nov (Date TBA)	<ul style="list-style-type: none"> - Results sent by ACER 	
SENA	Mathematics	Mathematics (for students still on SENA)	1-5		10		<ul style="list-style-type: none"> - Results added to Sentral 	
Teacher Observation	Creative Arts	Creative Arts- Visual Arts	5		3		<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
		Creative Arts- Drama		9	6			
		Creative Arts- Dance		5				
		Creative Arts- Music			10			
	Religion	Religion	6	9	5,10	4		
	English	English- Reading & Viewing	8	8	10			
English- Writing & Representing		7,9	7,9	8				

		English- Speaking & Listening			3		
	Mathematics	Mathematics- Number & Algebra	4,7,10	6	6,10	6	
		Mathematics- Measurement & Geometry		6,9	2,8	2,8	
		Mathematics- Statistics & Probability	1	4	4	4	
	HSIE	HSIE- History	6				
		HSIE- Geography			7		
	Science & Technology	Science & Technology		8			
	PD/H/PE	PDH		5	7	5	
PE			10	5			
Writing Samples	English	English	2,9	2,9	2,9	2,9	<ul style="list-style-type: none"> - Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral

YEAR FIVE

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE	
Collaborative Activities	HSIE	HSIE- Geography			6,7,8		<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
	Creative Arts	Creative Arts- Drama	8		7			
		Creative Arts- Music			10			
		Creative Arts- Dance				3		
	PD/H/PE	PE		5,9	6	5		
	English	English- Speaking & Listening			5			
Religion	Religion			4				
Collection of Student Work	English	English- Reading & Viewing		5	9	3		
		English- Writing & Representing	9	2,8	7	5		
		English- Speaking & Listening		7				
	Religion	Religion	10		4,5	4		
	Mathematics	Mathematics- Number & Algebra			4,6	2,4		7,9
		Mathematics- Measurement & Geometry	8,9,10			6,8		4
		Mathematics- Statistics & Probability				10		
	PD/H/PE	PDH	10	5	9	4		
		PE	10					
	Creative Arts	Creative Arts- Visual Arts			5			
Science & Technology	Science & Technology	6						
HSIE	HSIE- History	9						
Examination	English	English- Reading & Writing				5-6		
	Mathematics	Mathematics- Number & Algebra				5-6		
		Mathematics- Measurement & Geometry						
		Mathematics- Statistics & Probability						
Inquiry Based Activities	Religion	Religion	4	10		4		
	Science & Digital Technology	Science & Digital Technology		9		4		
	Mathematics	Mathematics- Number & Algebra	3,5			7,9		
		Mathematics- Measurement & Geometry	7	10	6	4		

	HSIE	HSIE- Geography			6,7,8	5		
	English	English- Reading & Viewing	8					
		English- Writing & Representing				5		
PD/H/PE	PDH					4		
NAPLAN	English	English- Spelling, Reading, Writing, Punctuation	7-9				- Results uploaded to Sentral	
	Mathematics	Mathematics- Numeracy	8,9					
Peer & Self-Assessment	English	English- Speaking & Listening	10			4	- Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written	
		English- Writing & Representing		8				
		Creative Arts- Visual Arts			10			
PD/H/PE	PE			1				
HSIE	HSIE- Geography					4		
Practical Activities	Mathematics	Mathematics- Number & Algebra			4			
		Mathematics- Measurement & Geometry	8	10				
		Mathematics- Statistics & Probability			8			
	PD/H/PE	PDH					4	
		PE			5,9	6	5	
	Creative Arts	Creative Arts- Visual Arts	5,6			5		
		Creative Arts- Dance					3,4	
		Creative Arts- Drama	8					
		Creative Arts- Music			9			
	Science	Science			9			
HSIE	HSIE- Geography				6,7,8			
Presentation	English	English- Speaking & Listening	10	7	5	4	- Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written	
	HSIE	HSIE- History	5	5				
		HSIE- Geography				9		
	Creative Arts	Creative Arts- Dance						4,5
		Creative Arts- Drama	8			7		
		Creative Arts- Music			9	10		
Religion	Religion			5,10	5			
Science	Science				8			
Running Records	English	English (for students still on levelled readers)	2,3	2,3	2,3	2,3	- Oxford Benchmarks - Updated each term results uploaded to Sentral	
PAT Testing	Mathematics	Mathematics- PAT Maths	1-5			1-5	- Results added to Sentral	
	English	English- PAT Read	1-5			1-5		

		English- e-Write					
SENA	Mathematics	Mathematics (for students still on SENA)	1-5		10		- Results added to Sentral
Teacher Observation	English	English- Speaking & Listening	10		5	4	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written
		English- Reading & Viewing		9		3	
	PD/H/PE	PDH		5		4	
		PE		5,9	6	5	
	Creative Arts	Creative Arts- Visual Arts			5		
		Creative Arts- Dance				3	
		Creative Arts- Drama	8		7		
		Creative Arts- Music			10		
	Mathematics	Mathematics- Number & Algebra			4,6	2,4	
		Mathematics- Measurement & Geometry			10	6,8	
		Mathematics- Statistics & Probability			8	10	
	Religion	Religion			5,10	4	
Science	Science			5,9			
HSIE	HSIE- Geography				6,7,8	4	
Writing Samples	English	English	2,9	2,9	2,9	2,9	<ul style="list-style-type: none"> - Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral

YEAR SIX

TYPE OF ASSESSMENT	KLA	SUBJECT	Term 1 WEEKS	Term 2 WEEKS	Term 3 WEEKS	Term 4 WEEKS	EVIDENCE	
Collaborative Activities	HSIE	HISE- History/Geography	6	9		7	<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
	Religion	Religion	5	10				
	English	English- Speaking & Listening						
	Mathematics	Mathematics- Statistics & Probability		6				
	Science	Science			8			
	Science & Technology	Science & Technology	5	8				
	Creative Arts	Creative Arts- Drama	Creative Arts- Dance		8	7		
								4
PD/H/PE	PDH			6				
	PE				5			
Collection of Student Work	Religion	Religion	5	5	5	4		
	English	English- Reading & Viewing	5	3	8	4		
		English- Writing & Representing	4,6,10	7,9	6,10	2,9		
		English- Speaking & Listening				4		
	Mathematics	Mathematics- Number & Algebra	3,5	4,9	3,4			
		Mathematics- Measurement & Geometry	7,9,10		6,8			
		Mathematics- Statistics & Probability		6	10	2		
	HSIE	HISE- History/Geography	10		10			
	Creative Arts	Creative Arts- Visual Arts	4			6		
		Creative Arts- Dance				4		
	Science	Science				4,5		
Science & Technology	Science & Technology		10					
PD/H/PE	PDH		4		5			
Examination	English	English- Reading & Writing				5,6		
	Mathematics	Mathematics- Number & Algebra				5,6		

		Mathematics- Measurement & Geometry				
		Mathematics- Statistics & Probability				
Inquiry Based Activities	HSIE	HSIE- History/Geography	6	9	9	
	Mathematics	Mathematics- Measurement & Geometry		10	6	
	Religion	Religion				
	Science	Science			8	4
	Science & Technology	Science & Technology		8		
	PD/H/PE	PDH		4		5
Peer & Self-Assessment	English	English- Speaking & Listening	7	9		
		English- Writing & Representing		7		
	HSIE	HISE- History/Geography	6			7
	Creative Arts	Creative Arts- Dance	10			
		Creative Arts- Music		4	10	
	Mathematics	Mathematics- Measurement & Geometry				7
		Mathematics- Statistics & Probability				2
	Science	Science			8	5
		Science & Technology		10		
Religion	Religion		5	5		
Practical Activities	Creative Arts	Creative Arts- Dance	10			4
		Creative Arts- Visual Arts			4	6
		Creative Arts- Drama			7	
		Creative Arts- Music		4	10	
	Mathematics	Mathematics- Number & Algebra			3,4	4
		Mathematics- Measurement & Geometry		10		7
	PD/H/PE	PDH			6	5
		PE		6	7	5
	English	English- Speaking & Listening			5	6
	HSIE	HSIE- History/Geography			9	
Science	Science			8		
Presentation	HSIE	HSIE- History/Geography	6		9	

- Marking aligned to success criteria

	English	English- Speaking & Listening	7	9	5		<ul style="list-style-type: none"> - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
	PD/H/PE	PDH	7		6			
	Science & Technology	Science & Technology	5	8				
	Creative Arts	Creative Arts- Drama			8	7		
		Creative Arts- Music				10		
		Creative Arts- Dance				4		
Running Records	English	English (for students still on levelled readers)	2,3	2,3	2,3	2,3	<ul style="list-style-type: none"> - Oxford Benchmarks - Updated each term results uploaded to Sentral 	
PAT Testing	English	English- PAT Read	1-5			1-5	<ul style="list-style-type: none"> - Results added to Sentral 	
		English- e-Write						
	Mathematics	Mathematics- PAT Math	1-5			1-5		
SENA	Mathematics	Mathematics (for students still on SENA)	1-5		10		<ul style="list-style-type: none"> - Results added to Sentral 	
Teacher Observation	Religion	Religion	5	10	5		<ul style="list-style-type: none"> - Marking aligned to success criteria - Grades saved into Sentral Mark book - Feedback provided to students- verbal and written 	
	English	English- Reading & Viewing	5	3	8	4		
		English- Writing & Representing	4,6,10	7	6,10			
		English- Speaking & Listening	7					
	Mathematics	Mathematics- Number & Algebra	3,5	4,9	3,4	4		
		Mathematics- Measurement & Geometry	7,9,10		6,8	7		
		Mathematics- Statistics & Probability		6	10			
	HSIE	HSIE- History/Geography	10	9	10			
	PD/H/PE	PDH	7	4				
		PE	10	6	7	5		
	Science & Technology	Science & Technology		8				
	Creative Arts	Creative Arts- Dance	10					
Creative Arts – Visual Arts				4				
Creative Arts- Music			6	10				
Writing Samples	English	English	2,9	2,9	2,9	2,9	<ul style="list-style-type: none"> - Writing Analysis Pre and Post - Post Writing Cluster results uploaded to Sentral 	

MCHF Guidelines for Writing Report Comments

1. Start with a positive statement and end with a positive statement.
2. Focus on incorporating language from the stage statements, National Literacy and Numeracy Learning Progressions (aligned to new English and Mathematics Syllabi 2023/2024)

- **Instead of 'can do':**

- displays
- exhibits
- demonstrates
- possesses
- is able to
- participates
- contributes

- **Use various words to give a more detailed explanation of the amount of knowledge or ability the student has acquired:**

A	B	C	D	E
Advanced	Thorough	Sound	Fundamental	Little
Exceeding	In-depth	Adequate	Limited	Minimal
Outstanding	Detailed	Good	Basic	Low
Exceptional	Comprehensive	Satisfactory		
Extensive				
Excellent				

- **When using 'experiences difficulty' the sentence must be followed by a strategy which identifies the difficulty and shows that you are being proactive in addressing them. Other suggested phrases include:**

- needs to remember to
- requires additional assistance in
- needs to focus on
- requires further revision in
- requires extra attention in

3. Address learning characteristics such as:
 - Attitude towards his/her learning.
 - Participation in class.
 - Continuous effort.
 - Achievements.
 - Contribution to College and roles of responsibility e.g. SRC, Class Captain, Enrichment Program, Athletics Carnival Champion, Zone Representative etc.
4. When commenting on areas the students need to **work on** in regard to their behaviour or attitude towards learning use positive strategies:
 - Needs to remain focused on class activities and avoid distracting others.
 - Needs to remember to use self-control during group activities.
 - Needs to be reminded to stay on task.

Note: Areas such as homework or attentiveness in class can also be addressed on the last page of the report where you tick the appropriate box that applies to the student (consistently, usually, sometimes or rarely).

5. Send five sample comments first. Coordinators will return with feedback which then should be applied to the remainder of your comments. Coordinators will keep a checklist for each class to ensure comments for every student have been written. No need to start a sentence with furthermore, overall etc. Get straight to the point and start the sentence with the child's name or him/her.

6. Keep the sentence short and simple, not too much information in one sentence. Avoid the use of 'although', 'however', 'but' and semi colons.
7. In-depth should always contain a hyphen
8. Do not repeat the same adjective in the same sentence e.g. Charbel is a wonderful child who has achieved wonderful results.
9. Use capital letters for the names of subjects, sub strands and types of text. For example: Data, Persuasive, Imaginative and Informative.
10. Numbers over a thousand use a comma or no space. E.g. 2000 or 2,000. Ensure consistent font size and single spacing.
11. When using practice as a noun it is spelt with a c and when using it as a verb it is spelt with an s.
Noun: Charbel requires further practice in reading with fluency and expression.
Verb: Jackie needs to practice identifying three-dimensional shapes.
12. Australian Spelling – Please ensure your work is checked with Australian not US spelling rules there should be no 'z's" in words like capitalise, recognise, organise etc.