Mary Mackillop College
Whole School Curriculum Overview
2025

PURPOSE OF THE WHOLE SCHOOL CURRICULUM OVERVIEW

The Whole School Curriculum Overview at Mary Mackillop College guides the way planning, teaching, assessing and reporting is embedded consistently across the school.

Engagement in the processes and practices outlined in the school curriculum overview also ensures alignment with government regulations.

The purpose of this document is to highlight guiding principles and processes about quality learning and teaching at Mary MacKillop College. Together with associated principles, guidelines and procedures, it informs decision-making and action, and describes our educational accountabilities.

Educational programs at Mary MacKillop College are part of an explicit improvement agenda where we actively promote excellence and equity to ensure that our students continue to develop confidence and creativity, experience success towards their lifelong learning journey, and become enabled to take their place as active and informed members of their community.

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*Information required to meet <u>curriculum compliance and accreditation</u> obligations.

SCHOOL VISION AND MISSION

The school's vision and mission statement are underpinned by the Archdiocesan vision, which challenges Catholics to:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ's mission in our world

The school vision statement is consistent with the Brisbane Catholic Education vision of a faith-filled learning community creating a better future - calling us to Teach, Challenge and Transform. The school vision forms the basis of the school's education program, and guides education and organisational practices across the school.

Opened in 1964 by the Sisters of St Joseph to provide an education for girls to achieve their potential, the College now enjoys connection with approximately 146 other Catholic schools in the Archdiocese of Brisbane and 32 Josephite schools across Australia and New Zealand. Our staff, in turn, are supported by the resources of Brisbane Catholic Education and the Queensland Curriculum and Assessment Authority to share in the mission to present, "*a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.*"
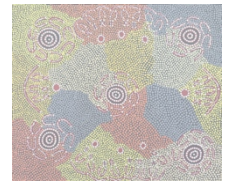
Rich in history and tradition, MMC was established in 1964 and is grounded in the Catholic tradition, especially the teachings of Mary MacKillop, Australia's first saint. Our motto, "My Faith is My Light", is central to College life where our values are steeped in Josephite traditions. We pride ourselves on partnering with parents and the community, to holistically educate young women to ensure that she is empowered to be the woman of tomorrow.

The staff at the College are passionate about providing an education for MacKillop Women to thrive and flourish in a caring, safe environment, while being willing to take risks with her learning. Honouring the uniqueness of every individual and grounded in a culture of welcome, we know that success looks different for everyone, and we are committed to helping all our students realise their full potential. Our educational belief encourages students to be curious about their passions and to seek out challenges. We believe it is our duty to develop young women holistically and equip her with the skills necessary to build critical and creative thinking to better understand and positively contribute to society.

Our Wellbeing4Learning program, grounded in positive psychology and restorative practices, ensures that students are ready to learn with their dedicated teachers within a rigorous academic program that is student centred and personalised. Our passionate teachers know the importance of building positive relationships with their students, as girls thrive when strong partnerships are made between school and home.

There are so many opportunities for our MacKillop Women to flourish: through an extensive sporting program; Music, Drama, Art, Film and TV programs; our STEAM initiatives, through to debating and technology opportunities. We know that girls are motivated to succeed and at MMC each student will feel secure to build self-belief and confidence and thrive in a wholistic educational environment that will equip her to make a difference in the world.

We are deeply honoured to walk with families through the secondary schooling and adolescent years, and we are committed to partnering with families and the wider community to ensure she flourishes in confidence to become a remarkable MacKillop Woman.

'My Faith is My Light'

V I S I O N

We are an interconnected, joy-filled,

contemporary Catholic learning community,

inspired by Josephite traditions

to be people of purpose, achieving our potential.

M I S S I O N

We forge a culture of

creativity, excellence, justice, and compassion

as we nurture, challenge and empower one another.

V A L U E S

We uphold

Spirit, Courage, Integrity, Service, Unity, and Wisdom

to guide our thoughts, words and actions

to live principled lives together.

V I R T U E S

MMC Learners are Curious, Creative, Self-directed, and Resilient as we Seek, Strive and Soar.

SCHOOL MOTTO

The College's Motto is "My Faith is My Light." This motto was the original College motto from 1964 and has stayed as such through the College's name changes, as well as when it was acquired by Brisbane Catholic Education from the Josephite Sisters.

This motto is our understanding that it is our faith, that guides and grounds us in all we do, each day. This motto guides our faith formation and mission as a contemporary Catholic learning community. Through Religious Education, Spiritual formation, Prayer and Liturgy and Social Justice, our students share the story of a joy-filled community that forges a culture of creativity, excellence, justice and compassion.

In 2009, to commemorate the 100th anniversary of Mary MacKillop's death and canonisation as St Mary of the Cross MacKillop, the Sisters of St Joseph renamed the school Mary MacKillop College. In 2012, the ownership and governance of the College was transferred to Brisbane Catholic Education. Each year, the College celebrates Mary MacKillop Feast Day on the 8 August each year.

Reflecting on the reason for the name change to Mary MacKillop College, the then Principal Mr Niall Coburn, put it this way:

"The name change was not just a cosmetic move … it was the culmination of the depthing of, and prominent focus on Mary, her spirituality, her determined feminine saintliness, her sisters and her Australian legacy to ensure that her Josephite trust in us was never lost and never anonymous in our naming."

Inspired by the life and spirit of Australia's first Saint, MacKillop Women learn and grow in confidence to dream, discover and make a difference. MacKillop Women are creative and curious. They are resilient and self-directed.

EDUCATIONAL PHILOSOPHY AND AIMS

All phases of schooling at Mary Mackillop College are underpinned by Brisbane Catholic Education's Learning and Teaching Framework and The Alice Springs (Mparntwe) Declaration (2019). The Alice Springs (Mparntwe – pronounced as 'M-ban-tua') Education Declaration sets the national vision for education for all Australians and notes two goals:

1. The Australian education system promotes excellence and equity.
2. All young Australians become:
   - Confident and creative individuals
   - Successful lifelong learners
   - Active and informed members of the community

Curriculum design and delivery at Mary Mackillop College is grounded in the Alice Springs (Mparntwe) Education Declaration and is mindful of the declaration's goals. In alignment with the declaration, which promotes excellence and equity, we support students to achieve high standards and provide structures and adjusted strategies that enable equitable learning experiences. This is achieved within a faith-filled learning environment in which we are committed to supporting students to become confident and creative individuals, successful lifelong learners and active and informed members of the community.

Our learning environment is based on the charism of Mary MacKillop and the Josephite traditions in which we value spirit, courage, integrity, service, unity and wisdom and the daily living of Gospel values. We value every child as a learner and understand that all children learn in different ways and at different rates.

VISION FOR LEARNING

Today's world can only be described as fast-paced and constantly changing, marked by rapid developments in science and technology, where human activity and intervention are affecting our environment. Our society is characterised by global interdependency, population diversity and mobility. We are increasingly confronted with complex social and environmental issues. As communities become multicultural and multi-religious, a greater understanding of, and respect for, diverse ways of living is required. The rate of technological and social change requires new ways of learning that equip our students to be life-long learners and persons better adapted to take their place in shaping a better world.

The Vision for Learning at Mary MacKillop College is to provide a culture that empowers our students with the skills and knowledge necessary to own their own learning journey. Student learning experiences are aligned with the Australian Curriculum (Year 7-10) and QCAA syllabuses and accredited training packages. They are driven by our learning habits (curiosity, creativity, resilience and self-direction), underpinned by BCE's model of pedagogy and guided by the Mparntwe Declaration. Our learning programs at MMC aims to ensure that our MacKillop Women are confident and creative individuals, successful lifelong learners and active and informed members of the community.

Our vision for learning is inspired by the goals outlined in the Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) which identifies the national vision for education and improving educational outcomes. The declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity.
Goal 2: All young Australians become:
- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:
"As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world."
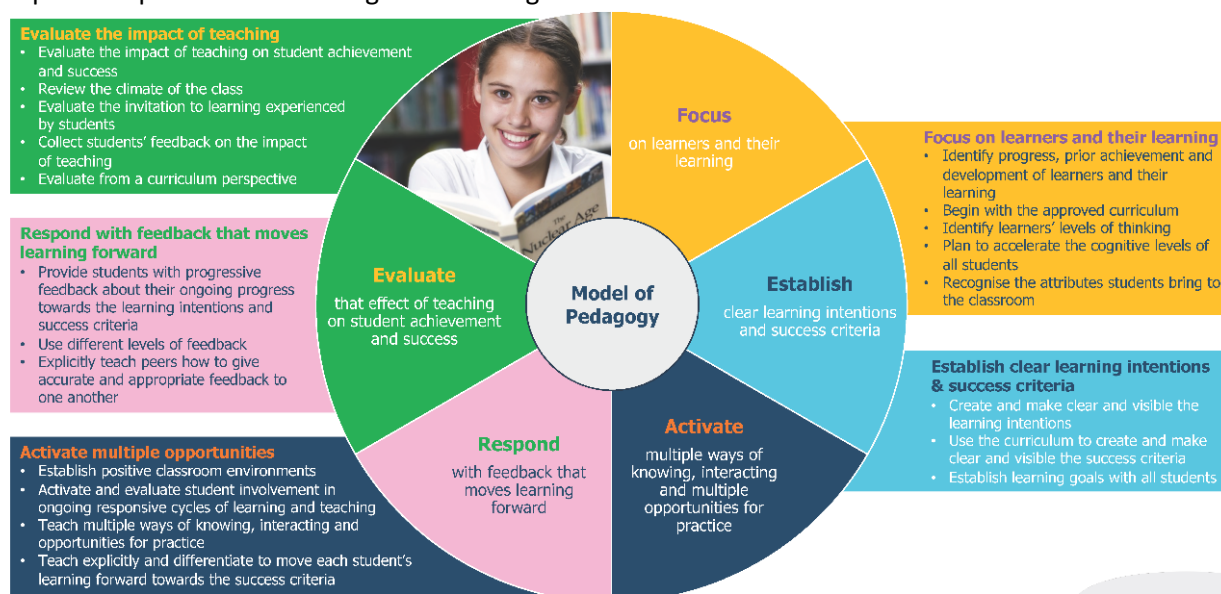
The Vision for Learning at Mary MacKillop College is inspired by our Catholic tradition, we strive for excellence imbued by the charisms of Mary MacKillop. Inspired by the practical example of Mary MacKillop our lives are centred in God. We strive to be living proof of social consciousness. We are altruistic, focused on recognising the needs of others and our world and using the capabilities and dispositions to address them. We challenge our students to walk in the footsteps of Jesus by giving back to the community and transform our world by continuing to live Josephite values all their lives.

Our moral imperative is to provide authentic, engaging learning experiences to create future focussed learners who can both contribute to and lead in an everchanging world/society.

Learning and teaching at Mary Mackillop College is aligned with the [BCE Model of Pedagogy](#) which brings together the principles and practices of learning and teaching that lead to success for all learners.

At Mary Mackillop College, we believe in maintaining consistency of research-based teaching practices across all classrooms to reduce the variability of student progress within our school. We believe that effective pedagogy relates to the principles and practices of learning and teaching that lead to success for all learners. These principles arise out of the beliefs and values of the BCE Learning and Teaching Framework, an evidence-based framework upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

Effective pedagogy:
- relates to the principles and practices of teaching children
- is teaching that makes learning visible and leads to successful achievement for all learners
- creates conditions where the relationship between the learning and teaching is focused, generative and responsive - enabling every learner to participate and progress in their academic and social development

The BCE Model of Pedagogy is used by teachers to guide planning, teaching and assessing by:
- Focusing on student progress and planning to accelerate this
- Establishing clear learning intentions and success criteria from the Australian/Religion Curriculum
- Activating learning and multiple ways of knowing and doing
- Responding with feedback to support the student in their next steps to achieve the success criteria
- Evaluating the impact of teaching on each student's learning progress and achievement

Model of Pedagogy

The BCE model of pedagogy brings together the [BCE Learning and Teaching Framework](#), inclusive of principles and practices of learning and teaching that lead to success for all learners.

It provides a common language for planning and reflecting on learning and teaching at Mary MacKillop College.

Effective pedagogy relates to the principles and purposeful practices of teaching and creates conditions where the relationship between the learning and teaching is focused, generative and responsive, enabling learners to participate and progress in their academic and social development.

FOCUS on learners and their learning

- Identify progress, prior achievement and development of learners and their learning
- Begin with the approved curriculum
- Identify learners' levels of thinking
- Plan to accelerate the cognitive levels of all students
- Recognise the attributes students bring to the classroom

ESTABLISH clear learning intentions & success criteria

- Create and make clear and visible the learning intentions
- Use the curriculum to create and make clear and visible the success criteria
- Establish learning goals with all students

Activate multiple opportunities

- Establish positive classroom environments
- Activate and evaluate student involvement in ongoing responsive cycles of learning and teaching
- Teach multiple ways of knowing, interacting and opportunities for practice
- Teach explicitly and differentiate to move each student's learning forward towards the success criteria

RESPOND with feedback that moves learning forward

- Provide students with progressive feedback about their ongoing progress towards the learning intentions and success criteria
- Use different levels of feedback
- Explicitly teach peers how to give accurate and appropriate feedback to one another

EVALUATE the impact of teaching

- Evaluate the impact of teaching on student achievement and success
- Review the climate of the class
- Evaluate the invitation to learning experienced by students
- Collect students' feedback on the impact of teaching
- Evaluate from a curriculum perspective

Further detailed information: BCE Model of Pedagogy Resources

Use of Data – Analysis and College

Mary MacKillop College actively participates in the analysis and discussion of, and response to data that informs learning and teaching, improving student engagement, progress, achievement, and wellbeing.

Monitoring tools include:

- Progress – BCE Monitoring tools, SRS data, formative and summative assessment tools
- Performance – NAPLAN, PAT R, PAT M
- Engagement – attendance, behaviour, survey data
- Community satisfaction – survey data
- Tell Them From Me Survey
- ENGAGE data
- QCAA Analytical Dashboard
- Teacher – attendance, survey.

Results of these Monitoring Tools are reflected on the school's data wall and in the BI tool. Student progress is recorded and tracked throughout the year by classroom teachers and the school's PLL. The results of the data from the monitoring tools are monitored regularly and the analysis is discussed at Leadership Team Meetings, Lead Learning Team meetings and staff and curriculum department meetings.

Staff access data to support analysis, discussion and implementation of strategies that will improve student outcomes. In developing and implementing a data plan, consideration of an overall school schedule of learning, teaching, and wellbeing data.

Essential elements in the data plan to support the tracking of the college's explicit improvement agenda are:

- clear specification of types of data to be collected,
- performance measures to be achieved,
- sources of data that best reflect those outcomes,
- the timeframe and lines of responsibility, and
- analysis processes and actions to be implemented.

COLLABORATIVE PRACTICES

Seek-Strive-Soar is MMC's learning analogy, which helps spark conversations around each student's learning. It is not a linear process, nor is there a singular path to success.

Embracing the learning challenge and accepting mistakes are essential to being an effective learner; students need to develop perseverance and problem-solving skills to help themselves progress in their learning.

Successful students can use the analogy and apply the language of learning to their own thinking processes and learning experiences. The MMC learning analogy stems from the College Learning habits, which have helped to shape a shared language At Mary Mackillop College. In creating this shared language, both students and teachers, understand that:

- Seeking is about being curious and taking risks
- Striving is about perseverance and resilience
- Soaring is about mastery of skills and knowledge and being able to transfer that learning to any life experience

At Mary Mackillop College, as part of our Engagement & Improvement Strategy, staff collaborate through **Professional Learning Communities**. Each Professional Learning Community engages in research using a set text or podcast that links to our College Learning Habits or PB4L Behaviour Framework. The aim of the PLCs is to help staff to continue to develop their skills and learn new and innovative ways to help students achieve in the classroom. The

Professional Learning Community rotations culminate with a showcase where staff can share their learnings and also strategies that can be used in the classroom.

Mary Mackillop staff also use team teaching, particularly in the senior space, which helps to further support students to learn valuable skills that will help them improve their results. Team teaching is also used a collaborative practice to help support beginning teachers to develop their own skills and teacher pedagogy.

The College promotes a collaborative approach to ensure that we meet the needs of all students.

CURRICULUM DELIVERY

The overarching goal for learning in Brisbane Catholic education schools is to empower learners of all ages to shape and in reach a changing world by leaving the gospel of Jesus Christ. (Queensland Catholic Schools and Curriculum)

Data reports in BI indicate that 54% of students in the College are Catholic, slightly more than the percentage in BCE schools in general. All phases of schooling are informed through Brisbane Catholic Education's Learning Framework, Strategic Renewal Framework, Religious Education Curriculum, Queensland Curriculum and Assessment Authority (QCAA), the Australian Curriculum and government regulatory compliance requirements.

The Religion Curriculum P-12 is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools.

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for learning areas named in the Australian Curriculum. Multiple opportunities are provided for each student to develop and demonstrate the knowledge, understanding and skills outlined within the Australian Curriculum through developmentally appropriate and differentiated learning experiences.

Mary MacKillop College is committed to planning and providing a high quality, 21st century Catholic education that is focused on the development of the whole person. Our dedicated and professional staff deliver personalised and authentic learning opportunities for students. Our Lady's College staff want every learner to achieve a high standard of learning and be given the opportunity to celebrate their success and talents.

Our learning and teaching reflect the global, national and local contexts as we work together to achieve our philosophy of learning.

Mary Mackillop College provides learning from the BCE Religion Curriculum and P-10 Australian Curriculum in the following areas: Religion, English, Mathematics, Science, Health and Physical Education, History, Geography, Economics and Business, Civics and Citizenship, Japanese and Technologies.

In the Senior school, the QCAA Senior Curriculum is the source of all curriculum planning, assessment and reporting for General and Applied Subjects in the Senior School. The College also support students undertaking VET qualifications through external providers registered with the Australian government. Assessment in General subjects in Unit 3 & 4 are endorsed by QCAA to ensure academic rigour and suitability. Results are confirmed by QCAA to ensure consistency, accuracy and compliance to the QCAA guidelines.

Curriculum offerings across the College

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religious Education (C) *	Religious Education (C)	Religious Education (C)	Religious Education (C)	Study of Religion (C) (G) Religion and Ethics (C) (A)	Study of Religion (C) (G) Religion and Ethics (C) (A)
English (C) *	English (C)	English (C)	English (C)	English (C) (G) Literature (C) (G) Essential English (C) (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	Mathematics (C)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)
Science (C)	Science (C)	Science (C)	Science (C)	Biology (G) Chemistry (G) Physics (G) Psychology (G)	Biology (G) Chemistry (G) Physics (G) Psychology (G)
History (C) * Geography (C) *	History (C) Geography (C)	History (C) Geography (C)	History (C) Geography (C)	Modern History (G) Geography (G) Certificate IV in Crime and Justice (V)	Modern History (G) Geography (G) Certificate IV in Crime and Justice (V)
Economics and Business (C) Civics & Citizenship (C)	Economics and Business (C) Civics & Citizenship (C)	Economics and Business	Economics and Business	Business (G) Certificate III in Business (V)	Business (G) Certificate III in Business (V)
Design Technologies (C) **	Design Technologies (C) **	Materials Technologies Food Technologies Digital Technologies Engineering Technologies	Materials Technologies Food Technologies Digital Technologies Engineering Technologies	Design (G) Engineering (G) Food and Nutrition (G) Hospitality (A)	Design (G) Engineering (G) Food and Nutrition (G) Hospitality (A)
Visual Arts (C) Drama (C) Music (C) Media Arts (C)	Visual Arts (C) Drama (C) Music (C) Media Arts (C)	Visual Arts Drama Music Media Arts	Visual Arts Drama Music Media Arts	Visual Arts (G) Visual Arts in Practice (A) Drama (G) Music (G) Film, Television and New Media (G)	Visual Arts (G) Visual Arts in Practice (A) Drama (G) Music (G) Film, Television and New Media (G)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C) Health & Physical Education	Physical Education (G) Certificate III in Health (V)	Physical Education (G) Certificate III in Health (V)
Japanese (C)	Japanese (C)	Japanese	Japanese	Japanese (G)	Japanese (G)
Personal Development (C)	Personal Development (C)	Personal Development (C)	Personal Development (C)		
				Certificate II in Active Volunteering (V) Students may choose to study a subject not offered At Mary Mackillop College through a Distance Education provider or a Registered Training Organisation	Certificate II in Active Volunteering (V) Students may choose to study a subject not offered At Mary Mackillop College through a Distance Education provider or a Registered Training Organisation

*Year 7 is an Integration Program. English, Religion, History and Geography are integrated and taught by a Core teacher for the Year.

**The Design technologies is also an integrated course across the year, which incorporates Materials Technologies, Food Technologies and Digital Technologies.

Curriculum access and time allocations

The college curriculum is organised in ways that reflect opportunity, inclusivity and flexibility for all students. Whole school curriculum planning identifies and articulates:

- How flexibility in offerings meet the needs and aspirations of the community,
- How the curriculum is organised and structured to enable the best outcomes for all students,
- The principles that guide the development of curriculum courses, subjects and plans within and across learning areas.

The Australian Curriculum and Religion Curriculum guide the time allocations for learning areas. The allocation of time is based on the content of the curriculum and is flexible to suit the local context of schools. Schools may allocate more time to learning areas that are a priority.

Classroom and specialist teacher timetables are reflective of the school context and priority areas.

The school has two phases of learning Middle School and Senior Secondary, defined through developmental stages, curriculum selection and pedagogical strategies. The community recognises the importance of Year 10 as a transition period which thoroughly prepares students for the Senior Curriculum offerings and further education.

At Mary MacKillop College, we cherish the "*entitlement of each student to knowledge, understanding and skills that provide the foundation for successful and lifelong learning and participation in the Australian community*" through the implementation of the Australian Curriculum and the QCAA syllabuses. *(Australian Curriculum – Diversity)*

LEARNING AREAS	Hours per year over 39 weeks			
	Year 7	Year 8	Year 9	Year 10
Religion (BCE Requirement)	100 hours 5h/cycle (Integration Program)	100 hours 5h/cycle	100 hours 5h/cycle	100 hours 5h/cycle
English	120 hours 6h/cycle (Integration Program)	140 hours 7h/cycle	120 hours 6h/cycle	160 hours 8h/cycle
Mathematics	120 hours 6h/cycle	120 hours 6h/cycle	120 hours 6h/cycle	160 hours 8h/cycle
Science	100 hours 5h/cycle	100 hours 5h/cycle	100 hours 5h/cycle	120 hours 6h/cycle
Health and Physical Education	80 hours 4h/cycle	80 hours 4h/cycle	140 hours 7h/cycle (Semester Rotation)	140 hours 7h/cycle (Semester Rotation) 80 hours 4h/cycle – elective
History	100 hours 5h/cycle (Integration Program)	100 hours 5h/cycle (Semester Rotation)	140 hours 7h/cycle (Semester Rotation)	80 hours 4h/cycle Elective
Geography	100 hours 5h/cycle (Integration Program)	100 hours 5h/cycle (Semester Rotation)	80 hours 4h/cycle Elective	140 hours 7h/cycle (Semester Rotation)
Economics and Business	60 hours 3h/cycle (semester rotation)	60 hours 3h/cycle (semester rotation)	80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
Civics and Citizenship	60 hours 3h/cycle (semester rotation)	60 hours 3h/cycle (semester rotation)		
Japanese	80 hours 4h/cycle	80 hours 4h/cycle	80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
Technologies — Food Technologies	80 hours 4h/cycle	80 hours 4h/cycle	80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
Technologies — Materials Technologies	This is an Integrated model. There are 2 technology classes that they experience: Materials/Engineering, Food and Digital Technologies. They rotate through both of these throughout the year.	This is an Integrated model. There are 2 technology classes that they experience: Materials/Engineering, Food and Digital Technologies. They rotate through both of these throughout the year.	80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
Technologies — Digital Technologies			80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
Technologies — Engineering Technologies/Design			80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
Technologies — Design Technologies			80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
The Arts — Drama	20 hours 4h/cycle/ per subjects Rotate and complete one subject per term.	20 hours 4h/cycle Rotate and complete one subject per term.	80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
The Arts — Music			80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
The Arts — Visual Art			80 hours 4h/cycle Elective	80 hours 4h/cycle Elective
The Arts — Media Arts			80 hours 4h/cycle Elective	80 hours 4h/cycle Elective

Other Timetabled Areas:

College / Year Level Assemblies	40 hours 2h/cycle	PD	40 hours 2h/cycle	House Group	20 hours 5h/cycle

Senior Subject

Each Senior subject has been developed with a notional or minimum learning, teaching and assessment time of 55 hours determined for each General or Applied Syllabus (QCAA QCE Handbook). Students who complete subjects through a Distance Education Provider are allocated 4 hours of study to support their external studies. Students may also attend TAFE one day per week to complete a qualification to support their pathway. Students attending TAFE are also allocated 4 hours study per week as part of their timetable.

Mary Mackillop College's Whole School Curriculum Delivery Plan is a living document and will be regularly updated. Not all information is contained within the document and is housed on Sharepoint Portals. Here it is used, modified, and updated as required. This Whole College Curriculum Delivery Plan aims to provide a framework for decision making withing and across the College, and guides the way planning, Teaching, Assessing and Reporting is embedded consistently across the College. Engagement in the Processes and Practices outlined ensure consistency across the College, while deep understanding of learners, learning and curriculum allows for the flexibility required to deliver targeted curriculum delivery at each age and stage of schooling.

The QCAA Senior Curriculum is the source of all curriculum planning, assessment and reporting for all learning areas in the Senior School. This is supported by VET courses provided by external providers registered with the Australian government.

Senior courses follow their respective course outlines and assessment in Units Three and Four are **Endorsed** by QCAA to ensure quality, rigour and comparability and the results are **Confirmed** by QCAA to ensure accuracy, comparability and adherence to process.

All senior subjects are delivered for 3.75 hours per week. This allows for 150 hours annually which exceeds the QCAA syllabus timing of 110 hours per year.

Subject and course offerings in the Senior College are designed to meet the requirements for the awarding of a QCE (or QCIA). This is outlined in the SET Plan document which is completed at subject selection time in Year 10 (for Year 11 commencement.) Using data gathered throughout Years 11 and 12, review of the SET Plan through the College's Senior Mentoring program ensures that students remain on track (as much as concievably possible) to successfully attain these credentials. Students also have the opportunity to attain an ATAR, depending on their selection of subjects.

Career education has a focus in Year 10 and targeted teaching through the Pastoral Program with work readiness skill development and Coaching Young People For Success. Students complete the Harrison's Assessment Tool and consider work pathways and their requirements ahead of Work Experience and SET Planning.

All subjects offered are taught by specialist trained or *(as a minimum expectation)* experienced teachers of that particular subject area.

Planning, teaching, assessing and reporting cycle

Plan	Teach	Assess	Report
Plan collaboratively using the curriculum achievement standards and content Plan to make explicit the formative and summative assessment opportunities, aligned with the achievement standard throughout the teaching and learning cycle Reach an understanding of what successful learning looks like (front-ended summative assessment), aligned with the achievement standard	Provide/co-construct success criteria with students to make clear what successful learning looks like, using the assessable elements Use models, examples and 'bump it up' strategies with students to guide them in establishing where their current progress is against the achievement standard and what their next steps will be to improve Use formative assessment strategies to collect evidence of progress to: a) provide feedback to students about their progress towards the success criteria; and b) inform the responsive and targeted teaching responses to move learning forward	Provide assessment opportunities for students to demonstrate what they know, understand and can do Make judgements about the evidence of learning as it aligns with the achievement standard Moderate student work to develop consistency of judgements	Make reporting judgements twice per year, using a 5-point scale, based on the body of evidence collected over the learning period

Learning and teaching in the Mary MacKillop College community embraces the spirit of St Mary of the Cross MacKillop through the vision and mission statements and engages the aspirations of the community in which the school is situated.

Learning in Brisbane Catholic education schools is underpinned by the beliefs that all learners require:
- Multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact their learning; such learning opportunities will occur in individual, small group and whole group contexts
- Encouragement to learn both independently and collaboratively
- Challenges to build upon current knowledge and understandings in order to create new knowledge – be co-creators of their learning through supported, structured inquiry
- Opportunities for learning which encompass the diverse aspects of all life experience
- Classroom and school environments which are intellectually, socially and physically conducive to learning
- Ready access to, and use of, appropriate technologies and resources to create, collaborate and communicate learning
- Personalised learning
- Essential skills in literacy, numeracy and ICT
- Ability to solve the real-world problems in ways which draw upon a range of learning areas and disciplines

Year level/band planning
The Assistant Principal – Learning and Teaching monitors the implementation of the approved curriculum ensuring students can appropriately access and demonstrate the knowledge, understanding and skills of the curriculum areas.

Year level/band planning is mapped using scope and sequences to ensure coverage of the approved curriculum and includes:

- The school name, calendar year and relevant year level/s
- An outline of the sequence of learning (content descriptions) and assessment (achievement standards) for the year
- An outline of how the general capabilities and cross-curriculum priorities are developed
- Identification of curriculum content that is integrated with other learning areas/subjects (if relevant)
- An outline of how evidence of learning will be gathered

Curriculum and Assessment Plans are created through the QCAA P-10 Planning App. Each faculty stores their CAP document in the relevant Year level folder under CAP and Unit Plan. CAPs can also be located by the Assistant Principal – Learning and Teaching through the QCAA portal.

https://mybcecatholicedu.sharepoint.com/sites/sp-mmc/staff/Faculties/Forms/AllItems.aspx

Class/unit planning

Teachers are responsible for the documentation of class/unit planning, consulting and collaborating with learning leaders as required. Class/unit plans include:

- The school's name, relevant year level/s and nominated period (e.g., Term 2, Weeks 6-10)
- The focus and context for learning
- Relevant aspects of the curriculum achievement standard in alignment with year level/band planning
- General capabilities and/or cross curriculum priorities relevant to the unit focus
- The evidence of learning that will be gathered in the assessment
- A sequence of teaching and learning strategies
- An outline of adjustments (if required) necessary to cater for the varied needs and abilities of students

Each faculty stores the Unit Plan in the relevant Year level folder under CAP and Unit Plan. Unit Plans are continually developed and improved throughout the term. At the completion of the unit, staff review the unit and make notes in preparation for itsw implementation the following year.

https://mybcecatholicedu.sharepoint.com/sites/sp-mmc/staff/Faculties/Forms/AllItems.aspx

Assessment

Mary MacKillop College identifies, gathers and interprets information about progress and achievement in order to improve, enhance and plan for further learning and to report learning progress and achievement to parents and carers.

The College informs the staff (through Curriculum Leaders, department meetings, staff handbook and planning documents) about the approach and expectations for ongoing formative and summative assessment practices across the school in alignment with approved curricula. Information from these assessments is used to inform professional development opportunities for staff and focus directions for individual subjects, departments as a whole and the whole school curriculum offerings in general.

Assessing student learning is an integral part of the teaching and learning process at Mary Mackillop College. It informs teachers about the impact of their teaching and allows students to demonstrate the extent of their knowledge, understanding and skills. Mary Mackillop College assesses student learning using the Australian/Religion Curriculum achievement standards.

Assessment of student learning takes place at different levels and for different purposes within a cycle of learning, including:

- Ongoing *formative assessment* for the purposes of monitoring learning, providing feedback, to inform

teaching, and for students to inform their learning
- *Summative assessment*, at the conclusion of all learning cycles, for the purposes of informing twice-yearly reporting by schools to parents and carers on the progress and achievement of students

Assessment takes into account:
- Regulations set by governing bodies including QCEC, BCE, QCAA
- Students' individual needs responding to barriers that affect learning
- Specific understandings of class/cohort / age appropriate
- Time, staff and venue requirements
- Alignment with curriculum documents
- The design of the task including accessibility, validity, clarity, authenticity, scope and scale, bias avoidance, layout, language.

Formative Assessment

The purpose of formative assessment is to provide regular opportunities for feedback on the progression of student outcomes across teaching and learning cycles. Formative assessment includes:
- Gathering information about the learners
- Analysing and interpreting that information, and
- Using evidence to adapt the teaching to meet the learning needs of students

Summative Assessment

The purpose of summative assessment is to provide evidence of student learning against achievement standards within learning areas. Summative assessment:
- Provides opportunities for students, in the context of the task, to demonstrate their depth of knowledge, understanding and skills
- Provides a way of describing student achievement with reference to the relevant achievement standards
- Gives visibility to how judgements are made about the quality of the evidence demonstrated by the student
- Provides a platform for feedback on student achievement specific to the individual
- Informs the impact of teacher practice on student outcomes
- Supports whole school moderation processes to align curriculum, pedagogy, assessment and reporting

Teachers engage in professional dialogue to develop assessment opportunities which:
- Align with the element/s of the achievement standard being addressed
- Enable students to demonstrate a greater depth of conceptual understanding, application of essential knowledge and sophistication of skills
- Reflect the Principles of Assessment in which evidence is: valid, equitable, aligned and evidence based

Assessment techniques

The range of assessment techniques used at Mary MacKillop College are focussed on the learners and they are an integral part of the leaning and teaching process, being used to make professional judgements about the students' progress and achievement. Validity and reliability are important aspects of assessment and, because of the senior experience of most teachers at MMC, the courses provided by QCAA have strongly supported teachers' knowledge and skill in these key areas.

Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a range of evidence about students' learning so that teachers can adjust their teaching accordingly.

Evidence gathered includes practices and dispositions when working cooperatively; concentrating and following through on a task; communication skills; manipulative skill development; use or application of techniques related to performance; strengths and areas where further assistance is required.

Staff co-plan assessments where possible and cross mark to ensure consistency of judgement. Students are informed of criteria and requirements. Staff are also expected to record results, store these electronically and make them

accessible to middle and senior leaders. The Review and Response process is used to flag students not achieving. Turnitin is expected to be used for specific assessment tasks to ensure authenticity and quality assurance. Staff inform parents of missing assessment or failed assessment.

7-10

Mary MacKillop College assesses student learning using the Australian Curriculum achievement standards and the BCE syllabus achievements for Religious Education.

The Australian curriculum achievement standards describe what students are typically able to understand and able to do. They describe expected achievement at each year level or band of years. Across Foundation to Year 10, the set of achievement standards describe the broad sequence of learning in a learning area.

Whilst assessment in Yr 7-10 does not mirror Senior assessment, it does scaffold and prepare students for these assessment types. Understanding of cognitive verbs is a key focus of assessment in Yrs 7-10. Year 10 assessment tasks allow for more in-depth transition to Senior Schooling. Scaffolding and teacher input are adjusted as students take on more of a self-directed role with their learning. Where appropriate according to the Education Acts, adjusted or alternative assessment tasks are provided to students.

11-12

Academic Mentoring program

Mary MacKillop College students have the opportunities to follow individual learning pathways in Year 11 and 12 which may include QCAA subjects (General or Applied) or QCIA programs or Certificates courses (within the College or externally) or a combination.

QCAA subjects:

Mary MacKillop College assesses student learning in alignment with QCAA Assessment objectives, requirements and quality assurance processes in 11-12. In Units 1 and 2 the assessments reflect the tasks in Units 3 and 4. In Units 3 and 4 assessment tasks and results are endorsed and confirmed by QCAA.

Certificate Courses:

Mary MacKillop College supports the requirements of external national requirements in line with ASQA and reflect the students' competency in a variety of subjects.

QCIA Program:
Mary MacKillop College endeavours to support students' individual needs with a more structured practical option for Year 11 and 12. It records educational achievement in two ways – a statement of achievement and a statement of participation.

The Role of Professional Development
Professional Development at Mary MacKillop College follows a purpose which is informed by the individual teacher's annual goals. The teachers' goals are informed and influenced by the College goals, the Annual Plan and, in turn, by the Strategic Direction outlined by Brisbane Catholic Education and any of their operational directives.

While professional learning opportunities may arise without notice throughout the year, participation is always reflective of the planning agenda listed above. At times, various projects may be undertaken where College staff are invited to join in a particular initiative for the benefit of the College community.

Moderation
The moderation process at Mary Mackillop College is focused on professional conversations and sharing expectations about the extent of student learning and achievement. Through engagement with this process teachers build

capacity to understand curriculum intent, identify evidence of student learning, determine and develop appropriate pedagogical practices and moderate judgements about student learning.

Moderation is formally scheduled during faculty meetings which occur on Monday afternoons on a rotation basis. Furthermore, staff work outside of the designated faculty times to engage in moderation practices at the completion of each assessment task before returning results to students. Staff also engage in moderation discussions informally throughout a cycle of learning to maintain consistency of teacher and student expectations.

Reporting

At Mary Mackillop College, we report to parents/guardians at the end of Semester 1 and 2 using a five-point scale. Reporting builds school-parent partnerships to improve student learning. Reporting processes are clear for parents, so they understand their child's level of achievement against expected standards, how they are engaging with learning and how they may be able to improve.

Mary Mackillop College holds Parent/Teacher/Student conferences on two occasions throughout the year. The aim of the conferences is to build connections with our parent community and to help student develop goals which focus on improving their academic success and wellbeing at the College.

School Reports and Awards

The College provides formal reports (generated by The Learning Dashboard and published through the Learning Dashboard) to parents/caregivers in both academic and affective domains and arranges Parent/Teacher/Student interviews to discuss results and strategies for improvement and progress. End of semester reports provide judgements about work practices in class and results of summative assessments reported in an A-E scale. Term One reports are work practice only. Cohort reports are made available to parents via the Parent Portal after the publishing of reports.

Subjects in the report, covered by the Australian Curriculum (7-10) and the QCAA (11-12), use the relevant gradings and standards applied for each syllabus and stage of development.

Data from the Work Practices reports throughout the year are used in the determination of annual Diligence Awards in Term Four. Grades from the Academic reports throughout the year are used in the determination of Excellence Awards for the Annual Awards Evening in Term Four.

Secondary School (7 – 10):

Timing	Report Provided	Conference
End of Term One	Work Practices Report	Parent/Teacher/Student Interviews
End of Semester One Report	Work Practices Report Academic Subject Report	Parent/Teacher/Student Interviews
End of Semester Two Report	Work Practices Report Academic Subject Report	

Senior Secondary School (11):

Timing	Report Provided	Conference
End of Term One	Work Practices Report	Parent/Teacher/Student Interviews
End of Semester One Report (Unit One Results)	Work Practices Report Academic Subject Report	Parent/Teacher/Student Interviews
End of Semester Two Report (Unit Two Results)	Work Practices Report Academic Subject Report	

Senior Secondary School (12):

Timing	Report Provided	Conference

End of Term One	Work Practices Report	Parent/Teacher/Student Interviews
End of Semester One Report (Unit Three Results)	Work Practices Report Academic Subject Report	Parent/Teacher/Student Interviews
Official Statement of Results provided by QCAA		

Monitoring and evaluation/data

At Mary Mackillop College, we use a range of student data sets to inform learning and teaching that improves student engagement, progress, achievement and wellbeing. This includes:

- Performance – NAPLAN
- Progress – monitoring data in literacy and numeracy
- Engagement – attendance, behaviour, survey data
- Community satisfaction – survey data
- Teacher – attendance, survey data

Mary Mackillop has an Engagement and Improvement Project that focuses on data from PAT-R and PAT-M. The purpose is to look at ways to improve student results and growth through a targeted four-week approach with Literacy skills. As part of this project, the College has Change Champions. Change Champions are teachers who volunteer to champion a student to help improve their results. This project has resulted in positive growth for PAT results. Students have shown a growth of roughly 46% from 2023-2024. In 2025, we are continuing the Change Champions and incorporating this into our Naplan Roadmap to improve student outcomes.

Band scales for students are completed by the Differentiated Learning Department and used to support students to access the Curriculum with support if required.

The College also uses the BCE writing analysis tool to help gain valuable data on student progress and literacy skills. The writing tool is used in English, Humanities, Religion and across Year 7-10, Term 1.

Data that leads learning (including Data Walls), Review and Response meetings and Learning Walks and Talks are used by leaders and teachers to collect evidence of the impact of teaching on learning growth and to inform professional learning and capacity building.

Data Collected: Surveys, application forms, Subject results, QCAA data, Next Steps Data, standardised testing (PAT-R, PAT-M, NAPLAN), summative and formative assessment, learning progress monitoring tools, student attendance and behaviour (BI and Engage), external reports and BCE data collection sources are analysed and reporting to appropriate stakeholders including government, system (BCE and QCEC), parents, students, staff and community to report on achievements and progress towards goals. Data sets are available cyclically and their use and timing are captured in the College's Data Plan.

Analysis: Brisbane Catholic Education provides an (AR) analysis repository (BI Tool and also Power BI) for use of staff and leadership (College and system). As well, AR is available within QCAA systems and our own in-house systems to ensure that meaning and wisdom of the highest level is used to inform decision making processes within the College.

Compliance: Security and privacy are maintained through staff members completing mandatory professional development and updates (recorded through WSS) annually to ensure compliance with system, government regulations and current best practice.

Reporting: Reporting data and progress to parents is covered in the Assessing Student Learning section of this document. Mandatory reporting of achievements and students' progress occurs through the regulatory timing and templates of each agency.

Monitoring Tools: The following tools are used in ongoing cycles to monitor learning growth in literacy and numeracy and to plan for further improvement. Monitoring tools used at Our Lady's College include WAT, PAT-M and PAT-R. Results of these tools are the focus for Data Wall cards to triangulate data with SRS

Differentiation

At Mary Mackillop College, we recognise that every classroom is made up of learners with diverse prior knowledge, interests, abilities, and aspirations. The BCE Learning and Teaching Framework guides our beliefs at the system, school and class level. As such, we share the beliefs that:

- Every learner is in some respect, like all others, like some others, like no other, and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the spirit to be at the service of others

Differentiation at Mary Mackillop College is well considered and can occur in various forms:

- Content - knowledge, understanding and skills that connect to the approved curriculum
- Process – the methods and approaches used by students to make sense of content
- Product – the demonstration of what students know, understand and are able to do after a period of learning
- Affect – how students' emotions and feelings impact their learning
- Readiness – a student's current proximity to specific knowledge, understanding and skills
- Interest – that which engages the attention, curiosity, and involvement of the student
- Environment – the physical and emotional context in which learning occurs

Levels of teaching response

At Mary Mackillop College, we implement the Levels of Teaching Response Framework (LOTR). This is a way of thinking and working with effective first teaching at the foundation. The aim is to ensure that effective first teaching is taking place before consideration of other levels of support.
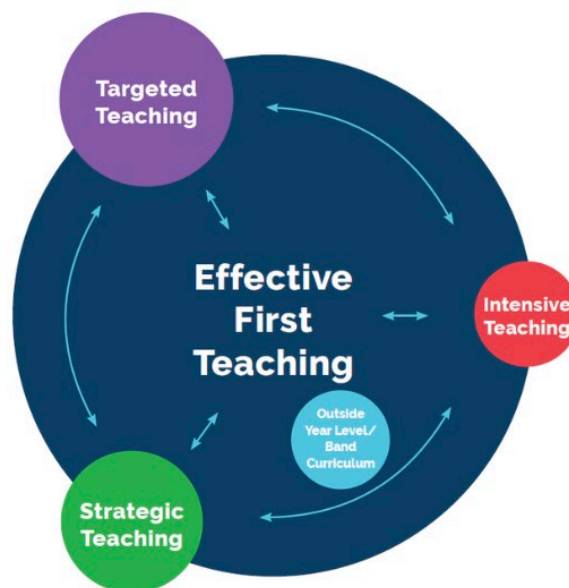
At Mary Mackillop College, we implement the Levels of Teaching Response Framework. The aim is to ensure that all the Effective and Expected Practices are in place and in use before consideration of other levels of support are implemented.

The Levels of Teaching Response provide us with a framework to make informed decisions to support student progress and achievement. The information below provides an overview of how the LOTR is enacted at Mary Mackillop College.

YEAR LEVEL PLANNING

In consultation with the College community, the curriculum offerings for each Year level are reviewed and determined to ensure relevance and equity.

The previous tables outline the current subject offerings with the understanding that Year 7 students use a term rotational experience or Integration for elective offerings to ensure that they experience all elective and learning areas.

Years 8 and 9 refine their selections through a semester offering of electives which are developed using the various Australian Curriculum band descriptors and learning experiences.

Year 10 experience an elective offering that is designed to specifically prepare them for their learning in senior subjects.

Planning in the learning areas is undertaken.

- All academic departments have plans for learning and assessing curriculum offered within that area of learning.
- Available data is utilised to ensure that student needs and capabilities are catered for.
- In the Junior years, elective subjects are offered to students by semester and these electives are planned and overviews are developed.
- In Senior years, TLAPS are developed for General subjects and Study Plans for Essential subjects.
- Planning is undertaken for VET subjects offered both within the College timetable and as an after-hours option.

Learning s organised and assessed across the year.
- Each learning area collaboratively develops and/or reviews a yearly overview. This overview consists of a brief overview of the learning experiences in each unit as well as the nature of the assessment which will be undertaking across the year.
- Assessment dates are recorded on the assessment calendar.
- Exam timetables are developed for assessment blocks from year 10 to year 12.

Connection are made across learning areas, contexts, concepts, and content.
- We have a unified approach and understanding to planning as outlined above.
- These plans include:
    - a Literacy focus which is addressed through weekly briefings, the Writing analysis tasks (WAT) process, and the use of the data wall.
    - a Numeracy focus which is addressed through weekly briefings and the data wall.
    - Catholic perspectives addressed in the unit outlines where appropriate.
- There is collaborative planning of content and assessment, cross-marking and blank marking of student assessment for consistency.

Year level plans are stored in the College SharePoint outlining the learning for the year. Student profiles and mark books are also stored in the faculty folders on the College Sharepoint.

Completed assessment on paper is stored in the junior or senior script room, that is only accessible with key access.

This is:
- stored cumulatively across the year (through responsive short planning cycles)
- outlined across the year in work programs

- connected of learning areas through transdisciplinary contexts
- outlined in units according to QCAA General, Applied and short course subject specifications and QA processes
- outlined in courses according to AQF requirements.
- evidenced by completed results is found in the Digital Compactus on SharePoint

The P-10 Australian Curriculum provides the scope (achievement standards and content descriptions) and sequence (year levels or bands) of learning for all students. For each learning area, the scope described by content descriptions and the sequence described by achievement standards ensures that learning is appropriately ordered, and unnecessary repetition is avoided, while recognising the need to revisit core concepts (Shape of the Australian Curriculum v5.0)

- Year level planning developed cumulatively, based on responsive short cycles of planning that identify and respond to students' learning progress. (This is evident particularly, but not exclusively in the areas of English and Mathematics.), and/or;
- Year level planning outlined across the year in units, and/or;
- Year level planning exemplifies school decisions about planning within a learning/subject area or across multiple learning/subject areas.
- Assessment is reviewed collaboratively at department level as well as at regular whole staff review and response meeting.

Year 10 Australian Curriculum

The Australian Curriculum in Years 9 and 10 recognises that many students may commence senior secondary pathways and programs, including vocational learning, in these years. The curriculum is designed to provide increased opportunities for students to make choices about learning pathways and to deepen their understanding in each learning area.

The curriculum is based on the assumption that school and/or curriculum authorities will provide learning opportunities in **English, Mathematics, Science, History, and Health and Physical Education** for all students and will also provide learning opportunities from other learning areas as well as vocational and applied learning. Vocational and applied learning are predominantly offered at Year 11 and 12 levels but on occasion students begin this study in Year 9 or 10.

There is flexibility for students to undertake more specialised learning pathways with TAFE, private providers (Barrington College, Get Set Education) and School Community Industry Partnership Service (SCIPS) to ensure all students are fully engaged and prepared to continue learning into the senior years. The Shape of the Australian Curriculum V5:

Examples of courses:

- Certificate IV in Justice Studies

- Certificate III in Fitness, Hospitality, Events, Child Care, Tourism and Digital Technologies, Health Support Services and Performing Arts.

- Students are undertaking traineeships in Certificate III level courses.

QCAA advice for a smooth transition to senior schooling is to **ensure students complete the knowledge, understanding and skills in the Year 10 Australian Curriculum.** QCAA provides the following advice on how schools may support students' preparation for senior studies by:

- identifying opportunities within the Year 10 Australian Curriculum to introduce knowledge, understanding and skills that provide a foundation to the corresponding Year 11 and Year 12 senior syllabus
- selecting a range and balance of assessment techniques and conditions to gather evidence of student learning in the corresponding Year 10 Australian Curriculum achievement standard
- building knowledge, understanding and skills necessary for success in the Year 11 and Year 12 senior subjects by identifying the underpinning factors and their alignment to the corresponding general capabilities in the Year 10 Australian Curriculum

- addressing students' individual needs through differentiation.

Year 11 -12

Planning and assessment are undertaken according to QCAA requirements for general and applied subjects and short courses. This includes successful engagement with QCAA quality assurance processes (including Endorsement and Confirmation).

Courses are developed and implemented according to AQF and VET Quality Framework requirements for vocational learning and training courses.

Class and Individual Planning

Mary MacKillop College, as a BCE College, uses the support structures provided by Brisbane Catholic Education in their frameworks and models. Embedding the ethos and charism of St Mary of the Cross MacKillop is a key focus for our staff in bringing to life the Learning and Teaching Framework from BCE.
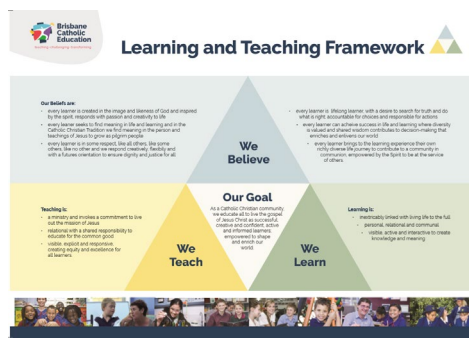
All class and individual planning is focused around the BCE Model of Pedagogy.

Teaching Learning and Assessment Plans (TLAPS) at Mary MacKillop College use a unifying template which establishes the Model of Pedagogy at the heart of our unit planning.

Staff are committed to using the language of the Model of Pedagogy, which brings the language of learning into alignment with the rest of BCE, especially easing the transition for students from BCE primary schools into Year 7.

With content/objectives/competencies, general capabilities/21st Century skills, cross curriculum priorities drawn from the approved curricula; our TLAPS have the achievement standards, learning intentions, success criteria, resources, teaching and learning opportunities, and differentiation strategies with monitoring and review.

Adjustments are made through the learning cycle to cater for the learning needs and styles of our students with a monitoring and review section to allow for teacher reflection and evaluation of strategies.

Evidence of individual adjustments and plans are recorded using TLAPS and uploaded to ENGAGE after the teaching cycle is complete and reviewed. EAPs and ILPs also support the teacher in their planning for teaching and learning at OLC.

The BCE Levels of Teaching response Framework is used by teachers to implement effective first teaching and support students who require targeted, strategic or intensive teaching responses after effective first teaching.

Use of data (Data placemats) to identify current student progress assist with determination in this area.

- **Effective first teaching** –
  Pretest students to ascertain what they can do –
  "Good Quality Teaching"
  Does the student have an identified need? Check Personalised Learning Plan/check roll (NCCD highlight)
  Look at the data for the student (Class Data Placemat that uses BI data -PAT, NAPLAN, and SRS)
  Understand the student strengths and functional impact.
- **Targeted teaching** –
  What else could be tried as an intervention to assist student learning growth?
  Consult with Academic Leader
  May ask for classroom observation by ST-IE or CL and find out whether the students have responded to any intervention, teacher to record interventions, teachers may ask for help to devise appropriate interventions, "matrix meetings" and support and assistance from Learning Enrichment Leader.
- **Strategic teaching**
  If all avenues covered: send referral through Engage to Learning Enrichment Leader.
  At this point, additional assessments via specialist will be sought.
- **Intensive teaching** -
  Follow recommended advice of specialists which may include specialists working in the classrooms – in line with substantial level interventions according to NCCD.
  Review interventions for effectiveness and revise accordingly.
  Personalised planning document signed off by parents – students have one to one or small group intervention under direct advice from specialists
  Outside year level/band – following the recommended advice of the specialists. Students extended into higher year levels as well as below year level with evidence gathering process and parental involvement/approval.

Personalised Support Plan (PSP - Snapshots):

The school completes individual plans for students according to the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, and makes reasonable adjustments to ensure SWD are able to participate in education on the same basis as students without disability.

ICP – individual curriculum plans for students 'out of phase' - reviewed every term with parents. Personalised Support Profile (Snapshots) - should be reviewed regularly (twice yearly with parents). Personalised planning for students at "intensive teaching" level - consultation with parents (signature required).

These plans are used for differentiation and planning curriculum for students with identified needs and documented in the TLAPS.

Quality Teaching
The College embeds the use of effective and expected practises in all teaching areas at all levels.

EFFECTIVE AND EXPECTED PRACTICES

FOCUS
Identify, monitor and respond to each student's literacy progress using a set of assessment practices and tools to inform learning and teaching

Measure and monitor individual progress in Literacy in an ongoing manner using the BCE Literacy Monitoring Tools

• P-2: reading readiness (CAP, SLK and Reading (PM)
• Y3-10: reading (PAT-R) and writing (BCE writing analysis)
• Frequent focused observation for students not progressing, i.e. running records, writing analysis

Identify progress, prior achievement and experiences of each learner and plan to build on these when introducing new learning

Draw data from assessment techniques to gain a complete picture of a student's progress and achievement:

• formative assessment practices (including the use of summative assessment)
• teacher and student co-constructed folios to demonstrate learning in relation to the Achievement standards
• anecdotal records from regular observations

Analyse and use data (individually and collectively) to inform and identify aspects of the curriculum to directly support student needs

Engage in frequent opportunities to collaboratively mark and moderate student work

Engage regularly with the High Yield Strategies (Data Walls, Review and Response and Learning Walks and Talks) at a school, cohort and class level to identify patterns and respond through targeted instructional strategies

ESTABLISH
Plan, teach and assess from the approved curriculum to develop each student's knowledge, understanding and skills to comprehend and compose a range of texts for a range of purposes

Plan directly from the Australian Curriculum: English and explicitly interrelate the strands of language, literature and literacy when teaching English for:

• a minimum of 1.5 hours per day (P-2)
• a minimum 1 hour per day (Y3-6)
• a minimum 3 hours per week (7-10)

Use the approved curriculum to plan for the development of knowledge, understanding and skills in all learning area contexts

Identify and make visible the curriculum learning intentions from the Achievement standard, co-construct success criteria guided by the content descriptions and set related learning goals

Use the context-text model of language when planning, to identify aspects of literacy (comprehending and composing) that when focussed on, will enhance student achievement in learning areas

Identify and plan for the use of specific Gradual release of responsibility strategies that intentionally activate literacy learning (comprehending and composing) in the context of learning areas

Plan for the explicit teaching of Comprehending (listening, viewing, reading) and Composing (speaking, writing, creating) in all learning areas

ACTIVATE
Explicitly teach the literacy demands of each learning area and of class and school routines through ongoing targeted cycles of contextual learning and teaching

Explicitly teach using the context-text model of language to support students to comprehend and compose learning area texts

Activate learning through the use of a repertoire of Gradual release of responsibility strategies to support students to comprehend and compose learning area texts

Use the five contexts for learning and development to teach multiple ways of knowing and interacting and to provide multiple opportunities for practice (P-2)

Explicitly teach contextual, semantic, syntactic and graphophonic knowledge in context to develop each child's ability to comprehend and compose meaningfully

Use whole-part-whole to organise the classroom to support explicit and differentiated teaching that moves each student's learning forward

Explicitly teach Comprehending (listening, viewing, reading) and Composing (speaking, writing, creating) in all learning areas

Recognise and activate student voice to co-construct learning opportunities through goal setting, questioning, feedback and dialogue

Teach explicitly the surface and deep knowledge necessary for students to transfer their learning and achieve the success criteria.

RESPOND
Provide opportunities for teacher, self and peer feedback that is ongoing, progressive and moves learning forward

Use the instructional loop on a daily basis that links Learning intentions, Success criteria and Feedback

Plan for and implement a range of techniques and tools that provide effective feedback that is relevant, timely and specific

Teach explicitly how to seek, receive, give and act on feedback

Seek, receive, give and act on feedback

Provide feedback at the levels of task, process, self-regulation and self

Check in regularly using the five questions to gather progress data (What are you learning? How are you going? How do you know? How can you improve? What do you do when you get stuck?)

EVALUATE
Establish practices and processes that identify and evaluate the impact of teaching on student progress and achievement

Set student goals regularly and monitor progress toward them

Use the Mind frames of teachers/leaders as a reflective tool

Use the High yield strategies recurrently at a school, cohort and class level to gather and analyse progress and achievement

Utilise regular cycles of data analysis based on a range of evidence including: student achievement data, student progress data, student beliefs survey data, student voice and peer observation and feedback

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The Effective and Expected Literacy and Numeracy teaching practices provide a scaffold and resources to teach and respond to the literacy and numeracy demands of all curriculum areas across P-10.

Learning intentions and co-constructed success criteria are explicitly identified in the College TLAPS and these are supported with visible labels for use in every classroom.

Students Beliefs about Learning surveys provide feedback on teaching practices and classroom climate. The surveys are conducted as part of the BCE Listens survey.

Staff apply these pedagogical techniques at a variety of levels within the school context:
1) - When staff reflect on their unit planning, and within the reviewing process
   - At meetings discuss student achievement and results – via data, discussing NCCD, differentiation, making adjustments
   - Middle leadership – effective and expected practises, high yield strategies = continued student improvement
2) Staff see feedback on student success as feedback about their teaching processes
3) Discussions during teacher meetings, review and response, PD
4) Data walls, ATAR and NAPLAN data, writing tasks
5) Discussions at meetings, Twilights
6) ILP – staff annual Goals
7) PB4L, extra-curricular offerings, pastoral care program, external speakers, connections with the wider community, social justice outreach
8) shared language, strategies that maximum impact document, widespread use of cognitive verbs, curriculum documents, school and BCE policies and procedures
9) reflected in our mission statement, reflective practices, student personal reflection, peer feedback, rigorous planning
10) staff meetings and briefings, professional learning, subject meetings, collaboration between colleagues

Students accessing Curriculum Outside of Year Level/Band

Inclusive education is a fundamental human right. Inclusive education ensures that schools are supportive and engaging places for all students, teachers, and caregivers. Inclusion builds communities that value, celebrate and respond to diversity, underpinned by respectful relationships between learners, teachers, and caregivers. It is supported by collaborative relationships with communities and governments and shapes the society in which we live and the type of society to which we aspire (Slee, 2005).

APPROACH

1. Identifying students who are persons with a disability includes EASP Processes (Enrolment); Student Support Request by teachers through the use of Engage; Pastoral Team Meetings; Curriculum Forum Meetings; Review Meetings

2. Parental Consultation – EASP Processes; Consultation Meetings with signed informed consent to engage in assessment of needs

3. Levels of Teaching Response Implemented

4. Additional testing and assessment by specialists

5. Meeting of teachers of student to discuss learning needs

6. Feedback to parents (& student as is age appropriate) via Personalised Planning Meeting – establishment of goals and priorities. Develop Individual Curriculum Plan in one or many subject areas ensuring informed consent is provided by parents

7. NCCD Moderation Team determines category and level of adjustment and registers the student on Engage

8. Evidence of support provided is recorded in Engage – may include adjustments, personalised planning using student learning data, individual curriculum plans

9. Ongoing monitoring and review with key stakeholders

Students and Community

Our College curriculum is responsive to the needs and aspirations of the students and community, and provides viable pathways and transitions for all students the whole school curriculum planning identifies and articulates:

- Who our students and community are and how this influences and informs the development of our College curriculum,
- Beliefs and values of our learning and teaching framework and how these are enacted within our school curriculum.

Planning for the curriculum considers various data sources to determine the best suite of opportunities to offer for our students in this community.

Year 7 Integration Unit including Transforming Learning – BCE Innovation Impact Action Research Project

Last year, the College explored the use of the 4 Cs Transforming Learning and tested an Integration unit with Year 7 students. The integration unit involved one core class, who had a core teacher for English, Religion, History and Geography. The Project yielded positive results, and as such, has been expanded in 2024. All Year 7 classes are part of the Integration Project with a core teacher. Furthermore, the Integration Project, which incorporates the teaching and Learning strategies of Transforming Learning is the Mary Mackillop College Project for the BCE Innovation Impact Action Research Project. The College learning habits are also embedded in the project to help build student capacity and engagement. This is turn, will help to improve student growth and outcomes.

Learning Walks and Talks

Learning Walks and Talks are used at Mary Mackillop College as a way to help the College Leadership Team and teachers to answer the question, 'how do we know that all of our students are learning?'. Learning Walks and Talks are completed throughout the year by the College Leadership team and Heads of Faculty to help support teachers with their pedagogy and to support students with their learning.

NAPLAN Plan

As part of our Improvement agenda, the College is developing a Naplan Roadmap. This is currently being developed by our Curriculum Leader – Pedagogy and Outcomes in consultation with our Curriculum Leaders – Maths and English, and the Assistant Principal – Learning and Teaching. This project involves reviewing our current data, Naplan Preparation strategies and test preparedness, and reviewing current unit plans for Term 3 and Term 4 2025 to better prepare students and address identified gaps.