Mickleham Secondary College
Curriculum and Student Learning Overview

Help for non-English speakers

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PURPOSE

The purpose of the document twofold:

To provide curriculum overview indicates how Mickleham Secondary College provides all students with a planned and structured school-based curriculum program, including:

- how the learning areas of the Victorian Curriculum will be substantially addressed, and how the curriculum will be organised and implemented, including the number of teaching hours delivered in the 8 key learning areas
- timetables that demonstrate how the 8 Key learning areas are delivered
- an outline of how the school will deliver its curriculum
- an explanation of how and when the curriculum and teaching practice will be reviewed;

AND

To outline Mickleham Secondary College's strategy to improve student learning outcomes to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes, including:

- policies and procedures for reviewing the curriculum and teaching practices
- the processes the school will use to set goals and targets for outcomes for all students including students at risk
- what data will be collected, and how it will be analysed and used to improve student learning outcomes.

PART 1 - CURRICULUM OVERVIEW

This curriculum overview outlines the aim and purpose of Mickleham Secondary College's teaching and learning program and the way in which all students enrolled at the school will be provided with a planned and structured school-based curriculum program.

This curriculum overview is designed to be read in conjunction with Mickleham Secondary College's Whole-School Curriculum Plan, and outlines Mickleham Secondary College's teaching and learning program:

- for all year levels or bands of schooling
- across the key curriculum areas including the eight key learning areas
- shows approximate time allocations for all curriculum areas
- demonstrates the organisation of the curriculum program
- indicates how the curriculum will be implemented and delivered.

Requirements for curriculum programs in all Victorian government schools (including Mickleham Secondary College) are defined with reference to:

- the Guidelines to the Minimum Standards and Requirements for School Registration (Minimum Standards for School Registration) issued by the Victorian Registration and Qualifications Authority (VRQA)
- the F–10 Revised Curriculum Planning and Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority (VCAA)
- Departmental policies relating to curriculum provision as follows:
    - Curriculum Programs Foundation to 10 policy
    - Assessment of Student Achievement and Progress Foundation to 10 policy
    - Reporting Student Achievement and Progress Foundation to 10 policy
    - Framework for Improving Student Outcomes 2.0
    - Physical and Sport Education — Delivery Requirements
    - Languages Education
    - Sexuality and Consent Education
    - Holocaust education - Delivery Requirements
    - Individual Education Plan policy

Mickleham Secondary College's teaching and learning program provides all students enrolled at the school with a planned and structured school-based curriculum program. The Victorian Curriculum F–10 (inclusive of Levels A-D) sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

TEACHNG AND LEARNING CONTEXT STATEMENT

Mickleham Secondary College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity and personal growth is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Mickleham Secondary College focuses on the holistic development of the whole individual supporting personal wellbeing and growth. We want to create a learning environment that is built on high expectations for all, where all students are engaged in academic enrichment with a diverse and challenging curriculum, while ensuring they enjoy the caring and supportive environment in which they learn every day. This also means having a focus on student learning strengths, including coaching and support for all staff and students.

Our broad curriculum allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. Science, Technology, Engineering and Mathematics (STEM) will also feature strongly in our program from Year 7, providing the building blocks for our student's success in future years. Our learning program is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

CURRICULUM SUMMARY

Mickleham Secondary College has developed a program that ensures all the learning areas are substantially address across the year levels and bands of schooling:

The learning program for Year 7 and 8 provides for all of the 8 Key Learning Areas:

- a structured teaching and learning program in English, Mathematics, Science, Humanities (including History, Geography, Civics, Economics and Business), Health and Physical Education (PE) at each year level
- a substantial Arts program incorporating visual and performing arts
- a technologies program that includes both materials and design technology and digital technology
- an additional program for personal development
- a Language program will follow after consultation with the school community to determine the language taught. This will be fully integrated in 2024 with an exemption applying in 2023
- EAL programs will also support our students

The learning program for Year 9 and 10 provides:
- a structured teaching and learning program in English, Mathematics, Science, Humanities (including History, Geography, Civics, Economics, Business and Holocaust), Health and PE and a Language

- in the Arts Block the following subjects are offered on a semester basis:
  - substantial Arts program incorporating visual and performing arts
- in the Technologies Block the program includes both design technology and digital technology
- an additional program for personal development is also provided. This is known as Pathways and Learning (PAL)
- each student must complete at least one subject from the 8 Key Learning Areas

Mickleham Secondary College has a learning program for Year 10 that offers students the opportunity to focus on areas of specialisation related to both their future schooling and intended pathways beyond school as they have completed at least one subject from each of the 8 Key Learning Areas as part of Band 5 in Year 9. The program provides:
- a structured teaching and learning program in English, Maths, and Health and PE
- the remainder of the subjects are divided across four blocks with a different subject to be selected for each semester

In future years, Mickleham Secondary College will apply for registration of Senior Secondary courses: VPC and VCE (including VCE Vocational Major).

CURRICULUM ALLOCATION

The table below includes an overview of how the learning areas of the Victorian Curriculum F-10 (inclusive of Levels A-D) are addressed and organised at Mickleham Secondary College. Mickleham Secondary College ensures that all key learning areas are addressed by allocating appropriate time allowance to each learning area, as indicated below.

In Years 7 and 8 all of the Key Learning Areas are delivered as core subjects and students will rotate through each of the semester-based subjects to ensure they cover the 8 Key Learning Areas across the two-year band.

In Year 9, all of the 8 Key Learning Areas are offered as subjects, and students are required to select 1 from each block to ensure they cover the 8 Key Learning Areas.

In Year 10, all of the 8 Key Learning Areas are offered as subjects, and students can select any subjects in any sequence (they have already covered all learning areas at least once in Year 9).

Band 4 (Year 7 and 8)

Grade 7-8 Learning Program	Subjects	Sessions per fortnight
CORE Subjects (Annual Programs)	English Maths Health and PE Science Humanities Languages	8 8 5 6 6 5*

CORE Subjects (Semester Programs)	The Arts (Performing and Visual Arts units spread across 2 semesters)	5
	Technologies (Materials, Design, Food and Digital Technologies spread across 2 semesters)	5
Additional programs (pastoral care)	Pathways and Learning (PAL) includes personal development, respectful relationships, careers and wellbeing	2

* In 2023, Language will not be delivered. Literacy and Numeracy programs will be delivered to Year 7 students instead.

Band 5 (Year 9)

Grade 9 Learning Program	Subjects	Sessions per fortnight
CORE Subjects (Annual Programs)	English Maths Health and PE Science Humanities Languages	8 8 5 6 6 5
CORE Subjects (Semester Programs)	Technologies Product Design and Technology, Food Technology, STEM, Robotics, Digital Technologies and Systems engineering offered across the semesters to allow coverage of all areas The Arts Visual Art, VCD, Media, Performing Arts or Drama will be offered across the two semesters to ensure coverage of areas	5 5
Additional programs (pastoral care)	Pathways and Learning (PAL) includes personal development, respectful relationships, careers and wellbeing	2

Band 5 (Year 10)

Grade 10 Learning Program	Subjects	Sessions per fortnight
CORE Subjects (Annual Programs)	English Maths Health and PE	8 8 5

CORE Subjects any from each block (Semester Programs)	Sciences Biology Chemistry Physics	7
	Arts Music Drama Visual Art Visual Communication Design and Media	7
	Technologies Product Design and Technology STEM Robotics Food technologies Digital Technology and Systems Engineering	7
	Humanities Languages History Geography Accounting Legal Studies	6
Additional programs (pastoral care)	Pathways and Learning (PAL) includes personal development, respectful relationships, careers and wellbeing	2

Language provision in 2023

Mickleham Secondary College will seek an exemption from delivering Language in its first year of operation while it consults the school community as to the language to be taught in future years. In 2023, additional Literacy and Numeracy programs will be delivered to Year 7 students instead of Language.

CURRICULUM ORGANISATION

At Mickleham Secondary College, students undertake 50 x 60-minute sessions per fortnight, **consistent with** the Department's requirement minimum of 25 hours per week as indicated in the table below:

Years 7 and 8 Learning Program	English	Maths	Science	Humanities	Language*	PE/Health	The Arts	Tech	Extra
Time allocation per fortnight	8 x 60	8 x 60	6 x 60	6 x 60	5 x 60	5 x 60	5 x 60	5 x 60	2 x 60
Semester 1	English	Maths	Science	History Geography Civics and Citizenship Economics and Business	Languages	Health and PE	Performing Arts	Materials/Design Tech	PAL
Semester 2							Visual Arts	Digital Tech	

* In 2023, Language will not be delivered. Literacy and Numeracy programs will be delivered to Year 7 students instead.

Year 9 Learning Program	English	Maths	Science	Humanities	Language	PE/Health	The Arts	Tech	Extra
Time allocation per fortnight	8 x 60	8 x 60	6 x 60	6 x 60	5 x 60	5 x 60	5 x 60	5 x 60	2 x 60
Semester 1	English	Maths	Science	History Geography Civics and Citizenship Economics and Business	Language	Health and PE	Performing Arts (Music or Drama)	Materials Tech (Product Design and Technology or STEM)	PAL
Semester 2							Visual Arts (Visual Art or Communication Design and Media)	Digital Tech (Digital Technology and Systems Engineering or Robotics)	

Year 10 Learning Program	English	Maths	PE/Health	Block 1 – The Arts	Block 2 – The Technologies	Block 3 – Humanities	Block 4 – Sciences	Extra
Time allocation per fortnight	8 x 60	8 x 60	5 x 60	7 x 60	7 x 60	6 x 60	7 x 60	2 x 60
Semester 1	English	Maths	Health and PE	Music or Drama or Visual Art or Visual Communication Design and Media	Product Design and Technology or Digital Technology and Systems Engineering or STEM or Robotics	Language or History or Geography or Accounting or Legal Studies	Biology or Chemistry or Physics	PAL
Semester 2				Music or Drama or Visual Art or Visual Communication Design and Media	Product Design and Technology or Digital Technology and Systems Engineering or STEM or Robotics	Language or History or Geography or Accounting or Legal Studies	Biology or Chemistry or Physics	

At Mickleham Secondary College the organisation of the curriculum program is indicated on the timetable below:

Sample timetables:

Years 7 and 8 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:55-9:55	PAL	Languages	English	Science	Humanities
Learning Session 2 9:57-10:57	English	Science	Languages	Science	Technology
Morning break (10:57 -11:12)					
Learning Session 3 11:12-12:12	Maths	English	Technology	English	Technology

Learning Session 4 12:14-1:14	Humanities	Maths	Maths	Health PE	Maths
Lunch break (1:14-2:00)					
Learning Session 5 2:00-3:00	Arts	Humanities	Arts	Health PE	Technology

Years 7 and 8 Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:55-9:55	PAL	Languages	English	Science	Humanities
Learning Session 2 9:57-10:57	English	Science	Languages	Science	Languages
Morning break (10:57-11:12)					
Learning Session 3 11:12-12:12	Maths	English	Technology	English	Arts
Learning Session 4 12:14-1:14	Humanities	Maths	Maths	Health PE	Maths
Lunch break (1:14-2:00)					
Learning Session 5 2:00-3:00	Arts	Humanities	Arts	Health PE	Health PE

Year 9 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:55-9:55	PAL	Languages	English	Science	Humanities
Learning Session 2 9:57-10:57	English	Science	Languages	Science	Technology
Morning break (10:57-11:12)					

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 3 11:12-12:12	Maths	English	Technology	English	Technology
Learning Session 4 12:14-1:14	Humanities	Maths	Maths	Health PE	Maths
Lunch break (1:14-2:00)					
Learning Session 5 2:00-3:00	Arts	Humanities	Arts	Health PE	Technology

Year 9 Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:55-9:55	PAL	Languages	English	Science	Humanities
Learning Session 2 9:57-10:57	English	Science	Languages	Science	Languages
Morning break (10:57-11:12)					
Learning Session 3 11:12-12:12	Maths	English	Technology	English	Arts
Learning Session 4 12:14-1:14	Humanities	Maths	Maths	Health PE	Maths
Lunch break (1:14-2:00)					
Learning Session 5 2:00-3:00	Arts	Humanities	Arts	Health PE	Health PE

Year 10 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:55-9:55	PAL	Technology	Health and PE	Humanities	Humanities
Learning Session 2	English	English	Science	English	English

9:57-10:57					
Morning break (10:57-11:12)					
Learning Session 3 11:12-12:12	Maths	Maths	Maths	Maths	Science
Learning Session 4 12:14-1:14	Health and PE	Arts	Science	Technology	Arts
Lunch break (1:14-2:00)					
Learning Session 5 2:00-3:00	Humanities	Humanities	Science	Technology	Arts

Year 10 Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8:55-9:55	PAL	Technology	Health and PE	Humanities	Humanities
Learning Session 2 9:57-10:57	English	English	Science	English	English
Morning break (10:57-11:12)					
Learning Session 3 11:12-12:12	Maths	Maths	Maths	Maths	Science
Learning Session 4 12:14-1:14	Health and PE	Arts	Science	Technology	Arts
Lunch break (1:14-2:00)					
Learning Session 5 2:00-3:00	Arts	Health and PE	Technology	Technology	Arts

CURRICULUM IMPLEMENTATION

Mickleham Secondary College has developed a curriculum implementation plan. This document outlines the activities and timelines to ensure that Mickleham Secondary College implements of the Victorian Curriculum, including appropriate assessment activities with a view to the implementation plan being discharged in time for the school's review in our second year of operation.

The Curriculum Implementation Plan is provided as Appendix 1.

CURRICULUM DELIVERY

Please see attached the outline of how Mickleham Secondary College will deliver its curriculum, as illustrated on the *VCAAs' Whole-School Curriculum Plan.*

CURRICULUM AND TEACHING PLANNING AND REVIEW

Mickleham Secondary College whole-school approach enables a teaching and learning program that is sequential across year levels and integrated across curriculum areas.

The school uses implemented the Framework for Improving Outcomes (FISO) 2.0, a model for continuous school improvement. The four stages of the improvement cycle include:

- evaluate and diagnose
- prioritise and set goals
- develop a plan
- implement and monitor.

The following table outlines Mickleham Secondary College's approach to curriculum and teaching review:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	• Development of whole school curriculum plan referring to F-10 and future VCE curriculum requirements in consultation with leadership team and curriculum leaders. This will include development of the student learning overview, assessment and reporting policies, assessment schedules and literacy numeracy programs. • A range of learning data will be analysed by the School Improvement Team and will inform the direction of curriculum	Principal	This initial planning will take place prior to school opening 28/01/23 and curriculum and reporting will be reviewed termly

	committee as well as the professional learning focus for teachers and how we use meeting time. This data may include Progressive Achievement Tests Reading and Numeracy, work submission grades, School Information Portal data and Panorama reports. • Leadership members will be identified responsible for development of whole school curriculum and assessment and meetings to be scheduled for the year. Whole school data sets - NAPLAN, Victorian Curriculum teacher judgements, student attitudes to school and staff opinion survey results will be reviewed and inform the development of the AIP and measure the impact of the School Strategic Plan SSP. • The School Improvement Team reviews whole school data over time and evaluates the AIP and SSP, this will inform decision making about teaching, support and leadership needs and subsequently the leadership structure of the school. • Once unit plans are produced including all the resources required for delivery in the classroom, they will be reviewed by a curriculum accreditation panel prior to delivery. • The school improvement team will consist of the Principal team, Leading Teacher Curriculum and volunteers from the curriculum leaders and teachers.		
Curriculum Areas	• Develop high level scope and sequence for all curriculum areas and all year levels for first 12 months. • Identify and work with Curriculum area leaders to develop a curriculum team. • Their focus will be on planning,	Assistant Principal	Termly

	documenting, and evaluating entire scopes and sequences, units of work, lesson plans, Common Assessment Tasks (CATs), rubrics and assessment sheets. Each subject area will be responsible for developing and publishing scopes and sequences and unit planners for each subject studied at each year level, which match the relevant Victorian Curriculum standards and capabilities. The CPETs will evaluate CATs against their intended outcomes and the Victorian Curriculum standards, the outcome of which will inform the next planning cycle. • The meeting cycle across a semester and year will allow teaching staff to follow the FISO 2.0 improvement cycle, as it relates to subject specific curriculum. • Organisation of PLC teams and meeting schedule. Identify areas for inquiry learning programs and opportunities for excursions/camps. • Look at opportunities to build student voice and agency in learning and evaluations.		
Year levels	• Development of whole school curriculum plan referring to F-10 and future VCE curriculum requirements in consultation with leadership team and curriculum leaders. • Year level coordinators will be responsible for regular reviews of student learning and engagement progress across their year levels. • Sub school leaders will also be planning in partnership across year levels to ensure there is consistency of practice to ensure the learning is appropriately scaffolded. • Data will also be used to determine student support options for at risk students. This data will inform decisions about whether or not individual students require a	Sub school leaders and year level coordinators	Twice per term (Mid and end of term)

	Student Support Group (SSG) and Individual Education Plan (IEP). If students are not realising their potential, the College will develop an Individual Education Plan, or look at provision of extra teaching support and/or referral for further assessments.		
Units and lessons	• Curriculum Leaders will work with their teacher teams in PLC to document all units and lesson plans in a consistent format online for all staff to access. These templates will be provided at a school level. • These are reviewed as they are produced by the curriculum leader team prior to delivery to ensure consistency across the school.	Curriculum Leaders and Leadership Team	Termly
Teaching Practice	• The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. • Our model for learning will be applied consistently across the school as a way of driving practice improvement. • All staff will participate in the staff Performance and Development process in which goals are explicitly aligned with the school's Annual Implementation Plan, School Strategic Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. 10-12 • The school will use Department of Education and Training policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.	Assistant Principal	Informally through PLC team meetings Performance and Development Plans are prepared annually and reviewed four times a year.

PART 2 -STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Mickleham Secondary College has processes in place to support all its students progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes.

Mickleham Secondary College will ensure a range of ongoing monitoring and assessment strategies are utilised in the development of student learning outcomes, ensuring the ongoing learning needs of students are addressed. Teachers will monitor student progress and achievement in an ongoing manner, assessing student progress to inform future planning for student learning.

PROCESS TO SET GOALS AND TARGETS FOR OUTCOMES FOR ALL STUDENTS INCLUDING STUDENTS AT RISK

The process Mickleham Secondary College will use to set goals and targets for outcomes for all students including students at risk is described below:

Transition from Primary School	The school will have a transitions officer who will communicate with all local primary schools regarding student needs. This may result in communication will take the following forms: • phone calls – for immediate concerns of feedback • email – for primary teacher sharing information • meetings – for individual and at risk students • written reports – to communicate progress • arranging addition transition days or student support group meeting • reviewing ILP/IEP/BSP as required.
Parent and Guardian Communication	The school will have a Parent/carer and Community Engagement Policy, Student Engagement and Wellbeing Policy which provides overarching guidance to staff on the levels of communication expected with families. Communication will take the following forms: • phone calls – for immediate concerns of feedback • email – for school level updates • meetings – for individual and at risk students • written reports – to communicate progress • parent teacher interviews – to communicate progress • goal setting interviews – to set goals for the next term.
Processes the school will use to set goals and targets for students at risk due to remote	The school will adopt a consistent approach to teaching and learning in the case of remote and flexible learning due to COVID lockdown. For all students, this includes regular check ins from identified staff to ensure wellbeing and safety as well as to identify progress. Initially, students at risk will be identified on day 1 and invited to attend school in person or have an online meeting to determine the best

and online learning.	supports required for them during that period. In that same SSG meeting it will be determined if any of the following supports may be needed:
	• attendance onsite to supervise and support learning • creation of an IEP for remote learning • modification of work required during remote learning • production of hard copy work • other as identified.
Staff Handbook	A staff handbook is developed which includes all the processes and practices expected within our school. This document includes links to templates for use around curriculum design and development, as well as the policies staff will adhere to.
Assessment and Feedback	Assessment is the ongoing process of gathering, analysing and interpreting evidence, reflecting on findings, and making informed and consistent judgments to improve student learning. Assessment will be conducted as per the published Year Level Curriculum Plans for Years 7-10 (see Appendix 1) and the yearly VCE Assessment Calendar at Years 11 and 12. A minimum of one CAT will be completed per term for each subject at Years 7-10. VCE assessments (SACs/SATs) will be completed in line with VCAA guidelines. Students will be provided with an assessment schedule for each subject in the first two weeks of Term 1 at all year levels. The details and results of all CATs and SACs/SATs will be published for parents/carers and students via Compass learning tasks, along with teacher feedback. Giving and receiving productive feedback will be a key component of teaching practice improvement. Feedback will be given to students about current learning and areas for future learning. The more immediate the feedback, the greater the impact. Teachers will provide focused and differentiated feedback to support the progress and achievement of every student. Developmental rubrics will be used for the assessment of each common assessment task (CAT). It is expected that results and written feedback are provided to students and parents/carers within two weeks of the completion of each CAT or SAC/SAT. Feedback will focus on what the student has demonstrated or achieved, and the next steps the student needs to take to improve, including metacognitive strategies. Teachers will also provide students with specific, targeted, and improvement focused feedback in a less formal capacity regularly throughout each unit of work. This feedback may be written or verbal but should focus on the next steps for the student and should be given in response to formative assessment tasks or collection of student work samples.

Common Assessment Tasks	CATs will be delivered for all subjects. CATs are documented into Unit Outlines and Common Lesson Templates produced by teachers within their Domain Teams (groups of teachers from the same learning area).
Assessment and Evidence of Learning and Data Collection/Use	The school will monitor student outcomes using a variety of assessment strategies, including pre-assessments, formative assessments, common assessment tasks, and standardised tests, as well as through school-assessed coursework, learning tasks and examinations. The School Leadership Team will work with teachers to ensure that they have a comprehensive understanding of the importance of gathering evidence about student learning, including how to interpret it, and how to use this evidence to plan for continued improvement in teaching and learning. The school will have an assessment calendar which is produced at the start of each semester to track and record when each CAT will occur and inform the relevant stakeholders. This will be part of the responsibility of the Leading Teacher – Head of Curriculum.
Teacher Judgements	Teacher judgements will be provided against every CAT as well as for semester reports to families. These judgements will be considered against developmental rubrics and triangulated with the existing PAT or NAPLAN data. These data points will be reviewed by: - Heads of Learning – prior to reports are published - PLCs – as learning occurs and during moderation sessions - Teaching teams – during moderation practices - Assistant Principal – to ensure judgements are uploaded into CASES21 - School Improvement Team – to review at a whole school level Specifically, for moderation, this will occur once each CAT is completed and will be structured into the college meeting schedule.
FISO 2.0 Alignment	The work identified in this section aligns with FISO 2.0 – specifically Positive Climate for Learning and Excellence in Teaching and Learning.
Leadership Responsibility	The Principal Class Team has ultimate responsibility to monitor and ensure that goals and targets for outcomes are set for all students including students at risk.
Students at Risk	Students are identified as being at risk in multiple ways: - through the wellbeing and sub school for social and emotional concerns - through the Sub School Team for academic progress - through Domain Teams for subject specific progress - through individual teachers for individual teacher/subject progress.

| | The progress and concern for at risk students is documented in Compass and referred for follow up through the relevant sub school to ensure communication occurs.

Depending on the reason for a student being at risk, the following may occur:

- creation of an IEP to monitor progress and initiate further support
- consideration for intervention programs
- included into support groups or special programs within the Wellbeing Team (Wellbeing Coordinator, Mental Health Practitioner, Nurse, Integration Staff)
- assessed for eligibility for the Program for Students with a Disability (PSD) program
- others as deemed necessary. |
|---|---|
| Student Support Groups (SSG)

Individual Learning Plans (ILPs) | SSGs will form a large part in evaluating the effectiveness of IEPs for PSD funded students, students with IEPs and other at-risk students. These meetings will occur once a term as a minimum and be attended by the student, a relevant person, a classroom teacher, member of the Leadership Team and a member of the inclusion staff. Each meeting will evaluate the effectiveness of interventions and strategies from the current cycle and be used to inform future planning.

The SSG considers the student's future aspirations and sets long-term and short-term educational goals.

The SSG will meet as a minimum once a term, to develop an IEP for PSD funded students.

The SSG will consist of: the parents and carers of the student, the Mentor Group Teacher (or one of the students classroom teachers), the Inclusion Coordinator (or delegate), a member of the Principal class (or delegate). The SSG will usually include the student. The SSG may also include a student's advocate such as a case worker, a health professional, psychologist etc.

The aims of the SSG are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

The SSG is responsible for:

- identifying the student's needs
- determining any adjustments to be made to the curriculum, teaching and learning |

	• planning an appropriate educational program • developing an IEP • discussing the plan with teachers and providing support to implement the learning plan • providing advice to the Principal concerning the additional educational needs of the student and what may be required to meet these needs • reviewing and evaluating the student's IEP once per term, and at other times if requested by any member of the group • evaluating and assessing the student's progress against the Victorian Curriculum, inclusive of Levels A-D and 7 to 10.
Professional Learning Communities - PLCs	PLCs will be a core focus across the whole school and applied with a high level of rigour and expectation. Teachers from across all Curriculum Areas will regularly meet to explicitly plan for teaching within their discrete subject areas. Teachers will share practice within their own subject areas and collaboratively choose literacy strategies to trial and evaluate over a single inquiry process. Teachers will follow the FISO improvement cycle in PLC's but with a specific focus. Professional learning communities will be formed within Domain Teams and meet regularly to document and discuss curriculum, and to plan for and reflect on the implementation of curriculum in classes. The work of PLCs will be guided by evidence collected about student learning. PLC members will moderate the assessment of student learning against the Victorian Curriculum Standards using the College's Moderation Protocols after the completion of each common assessment task. This assessment will form the basis of feedback to students and reporting to parents/carers. The work of PLCs will be informed by the inquiry cycle.

DATA COLLECTION AND ANALYSIS TO IMPROVE STUDENT LEARNING OUTCOMES.

In **addition** to using the assessment process outlined in the **Assessment and Reporting Policy** and **Assessment Schedule** Mickleham Secondary College uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Mickleham Secondary College uses sources of information that enable the school to make better decisions about how to improve learning outcomes and to understand the various factors that are contributing to an aspect of the student and school performance.

Data source	The purpose of data collection	How is the data analysed and when	How is the analysis used/fed-back to improve student learning outcomes
WHOLE SCHOOL assessment and data to enable school to plan for and achieve improvements in those learning outcomes			
Victorian Curriculum teacher judgement progression points	Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents and to inform teaching practice.	Mid-year and end of year	At risk students performing 6 or more months behind expected level will be identified and will be placed on their own Individual Education Plan (IEP). Students identified as performing 12 months or more ahead of the expected level with also be placed on their own Individual Education Plan (IEP).
Annual attitudes to school surveys	Attitudes to school data is collected to enable comparison to "like schools" and State targets as well as to compare or review student learning culture across each year level.	In Term 4 each year the School Improvement Team will review the data received and work in partnership with students and the sub school teams to: • examine trends over time • evaluate outcomes as proposed in the AIP • set goals for the next 12 months	This data will be included in the SSP and AIP as well as used to inform the work of the Leading Teacher – Positive Climate for Learning.

		• make comparisons to similar schools.	
Student Wellbeing data	Wellbeing Team will collect and track regular data on their intake work which monitors the number of referrals and types of issues they are supporting our students with.	This data is analysed each term and led by the Wellbeing Coordinator who reports to the Principal. This data then informs decision making about: • programs both reactionary and preventative in nature • future staffing requirements to support student wellbeing • external services required to support at the school level.	Data triangulated with Attitudes to School Data and staff observations in comparison to learning outcome trends.
Student Attendance data	Attendance data is tracked at the school level using Compass as a data set to monitor engagement and connection to school.	Attendance data is reviewed daily at the level in each sub school, and then term by term by the School Improvement Team. This data is used to then ensure students who are demonstrating poor attendance are supported to engage in learning through just in time supports but following a staged response process to intervention that works in partnership with parents/carers.	Targets to improve, maintain or exceed Attendance data will form part of the SSP and AIP.
COHORT (Year Level, Subject Area, Vulnerable Groups) assessment and data to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort			
NAPLAN Data	NAPLAN data is collected to enable comparison to "like schools" and State and	Data will be analysed in Oct-Nov of each year to address areas for improvement. Identified	Targets to improve, maintain or exceed NAPLAN results

	National standards and targets set accordingly	areas will be documented and included in the following year's planning The Principal and School Improvement Team will use the data to: • examine trends, to see how performance has changed over time • consider the achievements of specific groups of students to assess their performance • analyse outcomes for individuals and groups of students as they move from one-year level to the next • evaluate differences in outcomes between different skill areas within English and Mathematics • make comparisons with state averages or state-wide information about schools with similar student backgrounds.	will form part of the School's Strategic Plan and Annual Implementation Plan (AIP).
Transition advice from primary schools for Year 7 students Pre enrolment parental meeting for all students and student transfers	Prior to commencement confidential data and advice is collected for each student relating to learning outcomes as well as social emotional data to inform the secondary school of any interventions or support required.	For students coming from primary school: • data is collected via survey to primary schools in Term 3 • data is captured, evaluated and reviewed by Junior Sub School Team • individual meetings then occur with primary school	This data is then summarised into student snapshots that appear in compass for staff to view and take into consideration when planning their teaching and learning programs.

		and family throughout term 4 to identify supports required. For students enrolling mid-year: • data is collected 1 week prior to commencement by enrolments officer • data is then reviewed by the relevant Sub School Assistant Principal who organises internal supports as required.	
Common Assessment Task Data Moderation for all students in 7-12 (including teacher judgements)	CAT results and Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents/carers and to inform teaching practice.	Data points are used for moderation practices by teaches in PLCs and Domain Teams across the year level and learning area twice per term.	At risk students performing 6 or more months behind expected level will be identified and will be placed on their own IEP. Students identified as performing 12 months or more ahead of the expected level with also be placed on their own IEP.
Individual Education Plans for students on supported under the Program for Students with Disabilities (PSD)	The year level coordinators will monitor the IEP along with the Integration Coordinator. The Integration Coordinator will arrange SSG meetings per term as required for each individual.	This data is analysed each term and led by the Integration Coordinator who reports to the Assistant Principal. The AP will work with the Integration Coordinator, Wellbeing Coordinator and Year Level Coordinators to use this data to make informed decisions about:	Data appears in compass for staff to view and take into consideration when planning their teaching and learning programs.

		• programs both reactionary and preventative in nature • additional teaching materials/training or support aides • external services required to support at the school level.	
INDIVIDUAL STUDENT (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.			
Assessments conducted by wellbeing staff Health and medical professional assessments	The Wellbeing Team will collect and track regular data on their intake work which monitors the number of referrals and types of issues they are supporting our students with.	This data is analysed each term and led by the Wellbeing Coordinator who reports to the Principal. This data then informs decision making about: • programs both reactionary and preventative in nature • future staffing requirements to support student wellbeing • external services required to support at the school level.	Data triangulated with Attitudes to School Data and staff observations in comparison to learning outcome trends.

STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

As a new school, Mickleham Secondary College will develop an Annual Implementation Plan (AIP) for their first year of operation. The AIP outlines the key planning expectations for Mickleham Secondary College in their first 12 months and beyond, and assist the school to:

- operationalise the goals and targets set out in the SSP
- efficiently and effectively allocate strategic resources
- monitor progress and success
- communicate their work to the school community.

Mickleham Secondary College's initial AIP articulates the school community's broad goals and targets and identifies Key Improvement Strategies that will guide the first 12 months of operation. Endorsement of the school's first AIP by the Principal, Senior Education

Improvement Leader (SEIL) and School Council President will be obtained within the first term of the school's operation, after presentation to school council.

Following the initial 12 months of operation, Mickleham Secondary College will enter the formal school review cycle and undertakes its first review. The performance data (including student learning outcomes) collected during the year will inform the review, including the school's self-evaluation against the Framework for Improving Student Outcomes (FISO 2.0) Continua of Practice.

After the review, Mickleham Secondary College will complete a School Strategic Plan (SSP) as a four-year plan for school improvement. The four-year goals, targets and Key Improvement Strategies (KIS) outlined in the SSP inform the development of further AIPs and outline the incremental steps towards achieving these goals.   This process is outline below:

In the first 12 months of operation, Mickleham Secondary College will focus on the fundamental tenets that provide a foundation for teaching and learning, including:

New schools annual and strategic planning cycle			
Year 1 of operation	Year 2 of operation	Year 3 of operation	Year 4 of operation
AIP	AIP School Review and development of SSP	AIP informed by SSP	AIP informed by SSP

- Vision and values that underpin school culture
- Effective strategic resource management
- Shared instructional leadership
- High-performing learning culture amongst teaching staff
- Whole-school curriculum plan.

To support this, the first AIP establishes broad goals and targets relating to student outcomes of achievement, engagement and wellbeing. These goals and targets consider Mickleham Secondary College's vision and establish a clear direction for improving student outcomes.

- **Framework for Improving Student Outcomes (FISO 2.0)**

- The Framework for Improving Student Outcomes (FISO 2.0) is the continuous improvement framework for all Victorian government schools.

- FISO 2.0 sets out five core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every student (see Figure 1).

- Figure 1: FISO 2.0

The student learning and wellbeing **outcomes** at the centre of FISO 2.0 work together:

- Learning: Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.
- Wellbeing: Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Core elements

- Leadership

• Leadership is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.

- Teaching and learning

• Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities.

- Assessment

• Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement.

- Engagement

• Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.

- Support and resources

• Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.

Mickleham Secondary College will use the FISO 2.0 Improvement Cycle to self-evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our activities, outcomes and plan for improvement as illustrated below.

Mickleham Secondary College will use FISO 2.0, including resources and tools, to develop our 2023 Annual Implementation Plan (AIP).

As a new school, Mickleham Secondary College's 2023 – 2024 Annual Implementation Plan (AIP) will focus on the following core elements:

- Leadership
- Teaching and learning
- Engagement

APPENDIX 1 – CURRICULUM IMPLEMENTATION PLAN

Curriculum Implementation Plan (Secondary)

This document outlines the activities and timelines to ensure that Mickleham Secondary College implements the Victorian Curriculum, including appropriate assessment activities with a view to the Implementation Plan being discharged in time for the School Review in our second year of operation.

This document should be read in conjunction with the school's Whole School Curriculum Plan, Curriculum and Student Learning Overview, and the Assessment and Reporting Policy.

The Principal (or their delegate) is responsible for ensuring the completion of this Implementation Plan. The Principal (or delegate) will report regularly through staff meetings on implementation progress.

Planning		
Action	Responsibility	Completion Date
Develop Whole School Curriculum Plan	Principal	27/5/22
Develop Curriculum Framework	Principal	27/5/22
Develop Assessment Schedule	Principal	27/5/22
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	20/12/22
Identify literacy approach or program	Principal	20/12/22
Identify numeracy approach or program	Principal	20/12/22
Develop high level scope and sequence for all curriculum areas and all year levels for first 12 months	Assistant Principal	01/12/22
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative and summative assessments.	Assistant Principal	20/12/22
Induction and Professional Development		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Principal	01/12/22

Action	Responsibility	Completion Date
Identify Professional Learning Community (PLC) Leads and groupings	Principal	28/01/23
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Principal	28/01/23
Deliver induction program	Principal	Prior to 20/12/22
Develop the curriculum Professional Development plan for 2022	Principal	20/12/22
Curriculum design		
Action	Responsibility	Completion Date
PLC team meeting to identify the specifics of the content for Term 1 (and ongoing for subsequent terms)	Assistant Principal	28/01/23
Specialist Teachers / PLC groups design inquiry learning programs	Assistant Principal	10/04/23
Identify opportunities for excursions, incursion, and camps into the annual plan	Assistant Principal	28/01/23
Establish approach and processes to provide students voice and agency in their learning.	Assistant Principal	28/01/23
Understanding the students		
Action	Responsibility	Completion Date
Review of transition statements	Assistant Principal	26/11/22
Review of student data and achievement from previous schools	Assistant Principal	26/11/22
Using enrolment information, identify students likely to require additional support and if necessary, liaise with parents prior to commencement.	Assistant Principal	26/11/22

Term 1		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	Assistant Principal	06/04/23

Action	Responsibility	Completion Date
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Assistant Principal	06/04/23
Identify/confirm specific groups for interventions	Principal	03/03/23
Develop Individual Education Plans (IEPs) if *required*	Wellbeing Coordinator	03/03/23
Review curriculum plan and assessment schedule to ensure strength and weaknesses are targeted	Assistant Principal	06/04/23
End of term assessment of achievement and progress	Assistant Principal	06/04/23
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Principal	06/04/23
Term 2		
Action	**Responsibility**	**Completion Date**
Assessment NAPLAN for Years 7	Assistant Principal	27/03/23
End of term assessment of achievement and progress. (including teacher judgements)	Assistant Principal	23/06/23
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Principal	23/06/23
Student reports prepared and released	Assistant Principal	23/06/23
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Assistant Principal	23/06/23
Term 3		
Action	**Responsibility**	**Completion Date**
Undertake assessment as outlined in the school's assessment schedule	Assistant Principal	15/09/23
End of term assessment of achievement and progress.	Assistant Principal	15/09/23
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Principal	15/09/23

Term 4		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	Principal	22/11/23
Undertake assessment as outlined in the school's assessment schedule	Assistant Principal	20/12/23
Curriculum and Assessment Lead undertakes a comprehensive analysis of student achievement data to provide an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students.	Principal	22/11/23
Report Teacher Judgement	Assistant Principal	20/12/23
Document curriculum plan for 2023	Assistant Principal	22/11/23
Student reports prepared and released	Assistant Principal	20/12/23
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Assistant Principal	20/12/23