CONTEXT

Our Lady of the Sacred Heart Catholic College (OLSH) is a Catholic school in the Marist tradition. Our College Motto, “Justice, Love and Peace” for all, permeates the curriculum and ethos at the College. The pursuit for knowledge, understanding, learning and teaching occurs within a community committed to the core values of honesty, mutual respect, compassion and tolerance. We encourage each student to develop a sense of responsibility and courage; a life-long love of learning which nurtures the whole person academically, emotionally, spiritually and physically.

GRADUATE OUTCOMES FOR STUDENTS

Our Lady of the Sacred Heart Catholic College offers a comprehensive curriculum at all levels. A balanced curriculum is provided, catering for the faith development, secular needs and aspirations of students. It endeavours to educate and nurture young people who will:

- Be tolerant of others and value diversity.
- Recognise and appreciate the unique cultures of our community.
- Contribute actively in the community with compassion, integrity and honesty.
- Have the courage, confidence and independence to make well-informed decisions in the face of life’s challenges.
- Be open and responsible for their own faith development.
- Have the academic and life skills necessary to participate within society.
- Be resilient and independent with the confidence to realise their full potential.

CONTENT OF THE CURRICULUM

Religious Education

- As a Catholic College, Religious Education is taught from Transition to Year 12.
- The religious education program for Catholic schools in the Northern Territory is “Journey In Faith” and has been developed to suit the context and needs of students and teachers in the Diocese of Darwin.
- At Year 11 and 12, students study Stage 1 and 2 units from the Northern Territory Certificate of Education and Training (NTCET). This qualification is designed to recognise the knowledge and skills that have been acquired through formal education and training. The NTCET is based upon the South Australian Certificate of Education (SACE) which is administered by the SACE Board of South Australia.
  - Year 11 students that study Stage 2 Religious Education will not be required to study an additional Religious Education course in Year 12.
  - Year 11 students that study Stage 1 Religious Education have the option of completing fifty hours of Community Service in Year 12 or studying Stage 2 Religious Education.
- In 2012 teachers will be implementing Made in the Image of God from Transition to Year 6 classrooms. Made in the Image of God provides teachers with a human sexuality curriculum that respects the dignity of the human person and is grounded in the human vocation to love. The curriculum for Years 7 to 12 will be implemented as they are developed.

Tuesday, 28 February 2012
Other Learning Areas

Transition to Year 10

• The Northern Territory Curriculum Framework (NTCF) is the document that identifies learning outcomes for Northern Territory learners in classes from Transition to Year 10. The NTCF consists of the following components, all of which should be evident in teaching programs:
  ➡ EssenNTial Learnings.
  ➡ Learning Technology.
  ➡ English as a Second Language (where appropriate).
  ➡ Learning Areas: The Arts, Health and Physical Education, English, Languages (LOTE), Mathematics, Science, Studies Of Society and Environment (SOSE) and Technology and Design.
• The Australian Curriculum will be phased in and implemented as follows: Mathematics and English 2012, History and Science 2013.

Year 11 and 12 (Stage 1 and 2)

• At Year 11 & 12 students in the Northern Territory follow SACE (South Australian Certificate of Education).
• By completing a set pattern of study at a satisfactory level, students obtain the Northern Territory Certificate of Education (NTCET).
• At Our Lady of the Sacred Heart Catholic College students can select from a wide range of subjects including Vocational Education and Training in Schools (VETIS) and School Based New Apprenticeship (SBNA).

CURRICULUM PLANNING AND DEVELOPMENT

Delivery And Content

It is the responsibility of the teacher, supported by the Campus Curriculum Coordinator and Heads of Department, together with the Head of Campus, to ensure the delivery and content within the curriculum is appropriate to the learning styles and needs of the students on the campus.

The NTCF and NTCET informs the planning and development of overviews and programs. The College Curriculum Team ensures that a comprehensive and continuous curriculum is delivered across the College. The Campus Curriculum Coordinators oversee the documentation at a Campus Level. Documentation required for planning and delivery involve:

1. Curriculum Map - topics/focus questions, outcomes/performance standards.
2. Overviews - An overview is a plan of what will be taught and when.
3. Teaching Programs - Teaching programs developed from the overview are required to be completed on the agreed pro forma for each campus.
4. Day Books - contain daily lesson plans and/or notes relevant to the teaching/learning material covered.

Course Documentation – NTCET

The Senior Secondary Assessment Board of South Australia (SSABSA) Learning Area Manuals are used for the course documentation and assessment profiles for NTCE. Teachers should ensure to use the current guidelines and consult with the Senior Studies Curriculum Coordinator. These programs are approved by SACE. Stage 2 examinable courses may be required to link with another school.

Special Education

Our Lady of the Sacred Heart Catholic College adopts ‘inclusive practices’ for all students’ learning whereby every student is included in the educational programs offered by the school. This involves personalising the learning program for each student as required by valuing their uniqueness - their interests, experiences, abilities, prior learning, insights, needs, cultural and ethnic backgrounds, and learning styles.
Students with disabilities - intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions and autism spectrum disorders - resulting in a loss or reduction in ability to function, on a day to day basis, are included in our educational programs.

Special Education provides programs and support for students with disabilities through several methods including:

- Mainstream classroom inclusion with support of modified curriculum and/or additional human resources.
- Withdrawal from classroom to receive individualized or small group instruction, utilizing specific resources and programs suitable to students' particular needs.

The special education team consists of:

- Special Education teacher.
- Inclusion Support Assistants.
- Class Teachers.
- Learning Support Co-ordinator.
- Head of Campus.

It is the responsibility of these team members to:

- Meet regularly to discuss and monitor students with a disability specific needs and to make reasonable adjustments to the curriculum, learning experiences and assessments.
- Provide appropriate educational programs for students with a disability, which may include adjusting curriculum and teaching strategies, resources and the environment to address the learning needs of individual students.
- Provide information about programs and procedures to parents/carers and community members, actively encourage their participation and work in partnership with families.
- As students with a disability move through their schooling, involve students and parents/carers in the Education Adjustment Plan (EAP) process to ensure that all students who receive special education services have an annual EAP review meeting.
- Ensure staff have appropriate skills and relevant training to work with students with a disability.
- Establish and maintain a supportive school environment for students with a disability.
- Promote positive attitudes towards students with a disability within the school community.

**ASSESSMENT**

Assessment is the purposeful, systematic and ongoing collection of information for use in making professional judgements about learners’ demonstration of outcomes/performance standards. Assessment involves:

- Guiding the planning and learning programs.
- Providing a range of opportunities for learners to be aware of and to demonstrate outcomes/ performance standards.
- Gathering and recording evidence of learners’ demonstrations of outcomes/performance standards.
- Making judgements about learners’ demonstrations of outcomes/performance standards.

Refer to campus based documents for more details regarding assessment practices.

**Development Of Assessment Tasks**

In developing assessment tasks for student’s work, teachers will:

- Encourage all students to confidently attempt the work.
- Allow for demonstration of learning outcomes/performance standards in a variety of ways and across a range of bands.
- Develop tasks which enable teachers to assess achievement and needs.
- Clearly distinguish levels of achievement.
- Assess progress in relation to the NTCF/NTCET.
• Ensure a common assessment task is used each term.
• Provide information to students on how to improve their work.

**Assessment for Learning (Formative Assessment)**
• Provides insight into learning for both students and teachers.
• Enables immediate teacher intervention by identifying gaps in learning.
• Enables continuous reflection on what the student knows now and what they need to know next.

**Assessment of Learning (Summative Assessment)**
• Provides a summary judgement of what has been learnt.
• Enables tracking of student progress.
• Informs target or goal setting process.
• Used when reporting to parents and other stakeholders.

**Record Keeping**
Teachers must maintain adequate records of student achievement to provide an overview of student progress in relation to levels, strands, outcomes/performance standards and assessment tasks. The record-keeping strategy and format should be such that it:

• Is the most appropriate method to organise the required information.
• Is most efficient and manageable.
• Will adequately inform decision making for reporting purposes.
• Includes student work samples (e.g. a folio).

**Student Achievement**
• Teachers are to consult the Campus Curriculum Coordinator or the Head of Campus if a student is ‘at risk’ of not achieving outcomes.
• Teachers are responsible to communicate concerns to parents and students about academic progress.

**Standardised Testing**
Standardised testing occurs for T-10 students and occurs as follows:

<table>
<thead>
<tr>
<th>Standardised Test</th>
<th>Frequency</th>
<th>When</th>
<th>How</th>
<th>Marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAT-RC</td>
<td>At least once a year</td>
<td>No later than end of May/ November</td>
<td>On-line</td>
<td>On-line</td>
</tr>
<tr>
<td>PAT-RS</td>
<td>At least once a year</td>
<td>No later than end of May/ November</td>
<td>Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>PAT-M</td>
<td>At least once a year</td>
<td>No later than end of May/ November</td>
<td>On-Line</td>
<td>On-line</td>
</tr>
</tbody>
</table>

See OLSH’s *Standardised Testing Administration Guidelines* document for more information.

**National Assessment Program – Literacy And Numeracy (NAPLAN)**
• Students in Years 3, 5, 7 and 9 are required to complete the NAPLAN tests.
• The Campus Curriculum Coordinators oversee the administration of NAPLAN.
• The designated teacher is required to administer the test according to instructions detailed in the NAPLAN *Test Administration Handbook for Teachers* (see: [http://www.det.nt.gov.au/parents-community/assessment-reporting/nap](http://www.det.nt.gov.au/parents-community/assessment-reporting/nap)). Curriculum Coordinators will ensure that the relevant teaching staff have a copy of the *Test Administration Handbook for Teachers*. It is the responsibility of the College Principal to ensure the National Protocols are adhered to.

Other Assessment Programs that OLSH may be selected to be involved in include: The *National Sample Assessment* in “Science Literacy”, The *National Sample Assessment* for “Information and Communication Technology Literacy”, The *National Sample Assessment* in “Civics and Citizenship”, The *Trends in International Mathematics and Science Study* (TIMSS) and the international *Progress in International Reading Literacy Study* (PIRLS).
REPORTING

- Reporting is the communication of student progress and achievement to students and their parents/guardians.
- Reports are both formal and informal.

The principles of reporting are as follows:

- Reporting involves a variety of communication channels including:
  - Presenting a folio of work.
  - Formal progress reports.
  - Formal semester reports.
  - Parent/student/teacher meetings.
  - Pro-forma letters.
  - Telephone calls where appropriate.

- Reporting procedures are to inform parents of student achievement and progress in the following areas:
  - The satisfactory completion of work.
  - The acquisition of knowledge and skills.
  - Progress within and across NTCF/NTCET.
  - Work practices and attitudes.
  - Recommendations for improvement where appropriate.

- Reporting practices should:
  - Focus positively on student progress.
  - Suggest ways of overcoming difficulties and improving performance.
  - Be easily understood by students and parents/guardians.

- Students should receive regular feedback on their progress.

- Parents are to be informed if the work required to meet expected outcomes/performance standards is unsatisfactory. Each campus has procedures for this, but it is ultimately the responsibility of the class/subject teacher to inform the parents.

- The class/subject teacher, following the procedures in place on each campus is to inform parents immediately if a student becomes “at risk”.

- Modified reports may be issued for students with English as an additional dialect (EALD), students with disabilities or students receiving learning support.

Formal Reporting

Formal reporting takes place twice a year, at the end of each semester in the form of A to E Reports.

A to E Reports

- An “A to E Report” is a report that all education systems across Australia have agreed to implement.
- It is an electronically generated report.
- The A to E levels are one way of describing student achievement.
- The ranking is based on the student’s achievement against either the Northern Territory Curriculum Framework or the Northern Territory Certificate of Education and Training rather than other students in the class.

Informal Reporting

- Takes place twice a year, end of Term 1 and the end of Term 3.
- Each campus has its own form of informal reporting.

Review Date: 2013 (then in conjunction with the School Improvement Renewal Framework - 2017)