IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

Curriculum Evaluation Policy

Originally Released:	August 2021	
Date for Review:	September 2023	
Document #	SM11	Version 1.0

1. Rationale

Curriculum evaluation is the basis for proposing change at Immaculate Heart College and its value lies in its ability to apply data and evidence to enable teachers and the College to make informed decisions on the broad curriculum at the College. Its primary purpose is to determine whether the teaching and learning goals and objectives are being successfully carried out at Immaculate Heart College. Through evaluation, we know whether our curriculum is fulfilling its purpose to meet the needs of our individual students.

2. Scope

Immaculate Heart College will evaluate the effectiveness of all its teaching and learning practices. We will adjust what we do as a school so as to meet all facets of the mandated and broader curriculum demands at the school, ensuring we know why we are changing and the direction in which change should proceed.

3. Definitions/ Acronyms

Curriculum at Immaculate Heart College

Immaculate Heart College is mandated to teach the Western Australian Curriculum PK-10 (incorporating Early Years Learning Framework) and then the required syllabus materials for all courses of study in year 11 and 12, any auspiced VET programs and the Keeping Safe, Child Protection Curriculum. Curriculum is defined more broadly than this as including all the opportunities where teaching and learning takes place. This includes the camps programs, student wellbeing programs (some mandated others implemented, to improve the wellbeing of students), instrumental music programs and extra curricula groups and all opportunities taken to enhance student learning at the College, regardless of the context.

Acronyms

- SCSA   Schools Curriculum and Standards Authority
- TISC   Tertiary Institutions Service Centre
- RTO   Registered Training Organisation
- VET   Vocational Education and Training
- ICT   Information Communication Technology
- IEP   Individual Education Plan
- CAP   Curriculum Adjustment Plan
- NAPLAN   National Assessment Program Literacy and Numeracy

4. Responsibilities

It is the responsibility of the **Principal** to ensure:

- processes for managing and evaluating curriculum evaluation are carried out in accordance with this documentation; and that

- this procedure and related documentation are reviewed routinely.

5. Policy Principles

Curriculum evaluation is integral to the Teaching and Learning Framework.

- We are working together to ensure that every day, every student is learning and achieving.

- We know value, and care for every child

- We plan our curriculum with students in mind

- We teach and deliver an inclusive educational experience

- We assess reflect and evaluate our practices.

In essence, Immaculate Heart College will use a broad suite of measures that will assess the effectiveness of the curriculum in a lifecycle approach as demonstrated below.

Evaluation of School Curriculum

Implementing Changes to the Curriculum

Planning Change in Curriculum
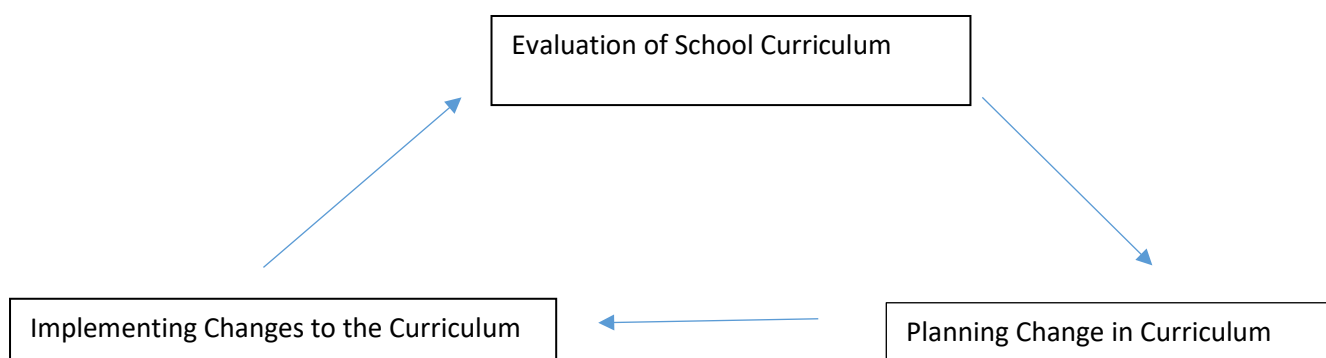
Evaluation of Curriculum needs:

- Students, parents and carers will be surveyed on an annual basis and feedback will be sought on the provision of feedback to students and parents, management of behaviour at the College, structures of the College.

- Staff will be surveyed, and feedback sought on structures at the College, provision of Professional Learning, support and any ICT issues.

- The complaints register will be used by Senior Leadership to collect data on any trends on needs in the school.

- The school improvement plan and subsequently the strategic plan will be used as a basis for evaluation by the Senior Leadership Team.

- The Senior Leadership Team will meet weekly and evaluate in an ongoing capacity the needs of the students at Immaculate Heart College.

- Learning Area, Inclusive Education, Wellbeing Committee meetings, are held regularly to ensure that all facets of curriculum delivery are reviewed and evaluated.

6. Procedure

Procedures for evaluating social and emotional wellbeing and Child Safe Curriculum:

- Data will be collected from multiple sources; internally generated surveys of students, parents and teachers to be conducted at the end of each year

- SEQTA will be used to generate reports on students looking for trend areas.

- Internal audits of the Child Safe Framework and the Curriculum will be undertaken by the staff teaching the curriculum and the Senior Leadership Team

Procedures for evaluating Information and Communication Technology:

(Note: at IHC the ICT services are managed by an external provider, Star Data)

- ICT committee meet monthly on site

- Dedicated Star Data consultant is available to the College on an as-needs basis.

- A member of the IHC admin staff is the College's liaison

- Helpdesk ticket patterns will be determined and acted upon

- Professional Learning is encouraged

Procedures for evaluating the delivery of the mandated Curriculum K-10

- Sub-schools and Learning Areas will use a scope and sequence document to evaluate delivery of the WA K – 10 outline www.k10outline.scsa.wa.edu.au

- Sub-schools and ILearning Areas will use annual and "Over Time" NAPLAN (National Assessment Program – Literacy and Numeracy) data to evaluate effectiveness of their teaching and learning programs.

- Teachers will use a collaborative approach to review NAPLAN, and any other data collected and use this as means to align curriculum and reporting and assessing

- Skills audits will be undertaken by Learning Areas to ensure the skills components of the syllabus are being met.

Procedures for evaluating the delivery of the mandated Curriculum 11-12

- Teachers will use information provided by SCSA and TISC (Tertiary Institutions Service Centre) following the WACE (Western Australian Certificate of Education) Examinations each year.

- Teachers will use consensus moderation feedback to evaluate WACE course rigour and grading appropriateness.

- All relevant staff to attend Learning Area and subject network meetings.

- Learning Areas will use report grade aggregation data to:

  - identify the distribution of achievement,

  - to track the progress of individuals and cohorts over time, and

  - to evaluate teaching and learning programs by matching potential as identified from other data sources with achievement.

- Feedback will be sought from RTOs on the delivery of Certificate Course delivered at the College, annually as part of memorandum of understanding

- Feedback and data will be collected on number of students participating in VET and Endorsed programs in broader contexts. This includes all contexts, Keys for Life, Duke of Edinburgh, and others

- Data is generated from careers programs to determine needs and wants of students in years 9-12 using this as a basis to address broader curriculum needs.

Evaluating Professional Learning

- All staff set a personal goal in terms of professional learning.

- The whole school curriculum goal is reviewed annually by the Senior Leadership Team after consultation with teaching staff.

- Staff review their individual curriculum goals each year with their curriculum line managers

- Learning Areas review their goals for professional learning annually and adjust and change according to their needs.

7. Supporting Information

- School Curriculum Standards Authority 2021 Western Australian Curriculum PK-10

- National Principles for Childsafe Organisations

8.   Related Documents

Type	Document	Doc #

9. Review

This policy will be reviewed every two (2) years for validity.

Version	Year of Review	Authored by:	Reviewed by:	Reason for amendments or review
1.0	September 2021	S.Shaw	M.Gough	Updated old procedure to reflect new processes.