



Curriculum Policy

Policy Classification		
Policy Number:	Date of Origin: Oct 2009	By Whom: The Principal
Policy Audience: Public Domain	Review Dates: Jan 2010 Feb 2011 Oct 2014 Dec 2015	Next Review Date: June 2022
Policy Approval: This policy was approved by the Board June 2019.		
This policy supersedes all previous policies relating to matters contained herein.		

1.0 Rationale

- 1.1.** As a registered and accredited school in NSW it is essential to ensure compliance with the NSW Education Standards Authority (NESA) requirements for the award of Record of School Achievement, Preliminary Higher School Certificate and Higher School Certificate courses as detailed in the Registered and Accredited Individual Non-government Schools (NSW) January 2019 Manual (Sections 3.3.1, 5.1 5.2.1, 5.3.1, 5.3.2, 5.3.3) and the Education Act (1990).

2.0 Guiding principles

- 2.1** The consideration of the Oakhill Graduate has led to the development of a comprehensive curriculum vision. This policy is written with the understanding that Oakhill College is characterised by mutually respectful relationships, a structured, disciplined and well-ordered environment and active learning, in collaboration, that is technology rich. The College strives for a fully inclusive community of learners within a collaborative culture, we strive to nurture personal excellence and lifelong learning. The curriculum at Oakhill is therefore designed to inspire, motivate and challenge learners to maximise their potential in a caring environment. The learning, assessment and reporting are designed around transferable understandings clearly linked to identified key ideas.
- 2.2** The College recognises that a shared understanding and common approach to teaching and learning across the College, in an engaging contemporary environment, will lead to the greatest gain for students.
- 2.3** The College understands that high quality and compliant teaching programs are essential to the delivery of quality learning experiences.

3.0 Policy

3.1 Curriculum Overview

- 3.1.1** There is an emphasis on providing a holistic educational experience, where a strong academic program combines with a deep focus on Religious Education, and solidarity in an environment of Academic Care.
- 3.1.2** A shared, understanding and common approach to teaching and learning is adopted to ensure the greatest gain for students this is facilitated through:
 - 3.1.2.1** Scope and Sequence documents are developed for all courses clearly showing syllabus outcomes, duration of each unit of work, key content areas and any essential subject as specified by NESA requirements.
 - 3.1.2.2** Teaching programs use a common format and are designed for understanding, clearly identifying big ideas and essential questions for each unit of work.
 - 3.1.2.3** Teaching programs are visible to the learning community and readily accessible for students, teachers and parents.
 - 3.1.2.4** Learning activities are clearly linked to the key ideas and essential questions for each unit.
 - 3.1.2.5** Teaching programs include differentiation opportunities and strategies to cater for all students.

- 3.1.2.6 Teaching programs include cross curricular areas / cross curricular priorities as per subject syllabi.
- 3.1.2.7 Student work samples are collected regularly to assess student standards and to provide modelling for future students.
- 3.1.2.8 Teaching programs meet all the requirements of the *Oakhill Subject Compliance Checklist*.

3.2 Assessment

- 3.2.1 Quality assessment is available for ALL students to demonstrate their understanding of key ideas. Assessment tools will:
 - 3.2.1.1 Be closely matched to big ideas and essential questions identified in teaching programs.
 - 3.2.1.2 Measure student performance in relation to course outcomes.
 - 3.2.1.3 Include performance tasks to assess student understanding.
 - 3.2.1.4 Include other evidence which will be accumulated to build a portfolio of assessment for an individual student.
 - 3.2.1.5 Be tiered to allow students to achieve to their individual potential,
 - 3.2.1.5 Give quality feedback that helps students clarify their level of understanding and identify areas for improvement.
- 3.2.2 All assessment tasks meet the requirements of the *Oakhill Subject Compliance Checklist*.

3.3 Compliance for student eligibility for RoSA and Higher School Certificate

- 3.3.1 Compliance for student eligibility for RoSA (Stage 5 and Preliminary year) and Higher School Certificate is the responsibility of the Director of Student Learning.
- 3.3.2 The Director of Student Learning monitors the educational program of all students by:
 - 3.3.2.1 Checking College Timetable software to ensure all students are in the appropriate classes.
 - 3.3.2.2 Checking NESA eligibility reports after student data is uploaded to NESA site in Term 1 each year.
 - 3.3.2.3 Ensuring all students carefully check and sign the NESA confirmation of entry after initial subject upload.
 - 3.3.2.4 Issuing a second confirmation of entry later in the year as a double check that students are correctly enrolled and eligible for the correct award.

3.4 Records of Student Achievement

- 3.4.1 Student achievement is recorded in faculty based mark books with marks and/or grades for each assessment task kept for a period of at least five years.

Academic Heads are responsible for these mark books.

- 3.4.2 Student achievement in external examinations or assessments such as Higher School Certificate and NAPLAN is kept indefinitely in electronic format. These results are stored electronically on the College network. The Assistant Principal Curriculum is responsible for ensuring this folder is updated each year. NAPLAN and ALLWELL results can also be accessed by authorised staff using the College Intranet.
- 3.4.3 Student Academic reports are kept indefinitely. For recent students these reports are stored in the current College Intranet system and hard copies added to student files. For past students, hard copies are archived in student files.

3.5 Quality of educational program

- 3.5.1 The quality of the educational program is maintained through consistent monitoring and checking in the following areas:
 - 3.5.1.1 NAPLAN results are analysed each year to determine school trends and individual student growth. Staff are informed of this analysis and then use this data in their planning and programming.
 - 3.5.1.2 Higher School Certificate results are analysed each year and faculty action plans are developed to respond to the results.
 - 3.5.1.3 An external assessment tool (currently Academic Assessment Services) is used to assess each Year from Year 7 – 10 to monitor student achievement and growth. This data informs staff of individual student strengths and/or needs and allows for better differentiation in the classroom.
- 3.5.2 The quality of the educational program is enhanced by ensuring that staff are engaged in their own professional growth.
 - 3.5.2.1 Staff are given a time allocation for professional development that leads to improved performance. This is monitored by the Director of Professional Learning, Assistant Principal – Curriculum and the Professional Development Committee.
- 3.5.3 There are a small number of students who access external providers who offer courses which are not offered at the College.
 - 3.5.3.1 The Director of Student Learning monitors the academic program of each student and ensures that any course undertaken by a student through an external provider is appropriate for the student and meets NESA eligibility requirements.
 - 3.5.3.2 The Director of Student Learning monitors the progress of students undertaking courses offered by external providers to ensure the course delivery is of appropriate quality. This monitoring may include:
 - 3.5.3.2.1 contact with the provider.
 - 3.5.3.2.2 tracking of assessment results achieved by the student.
 - 3.5.3.2.3 inspection of provided course materials.
 - 3.5.3.2.4 initiating the College external provider policy.

4.0 Policy review

4.1 The Principal is to ensure that this policy is regularly monitored and revised in the light of requirements related to section 47 of the Education Act 1990 (NSW) and NESA requirements for the registration and accreditation of the school.

4.2 The Curriculum Policy is reviewed every three years.

5.0 Explanatory notes and definitions

5.1 Explanatory Notes

5.1.1 This Policy specifically addresses the requirements of the NESA Registered and Accredited Individual Non- government Schools (NSW) Manual - January 2019 in the following areas:

5.1.1.1 Section 5.3 (5.3.1, 5.3.2, 5.3.3) “*Quality of the educational program*”.

6.0 Supporting documents, procedures and guidelines

6.1 NESA Registered and Accredited Individual Non-Government Schools (NSW) Manual.

6.2 Oakhill subject Compliance Checklist.

6.3 Reporting to Parents Policy.

6.4 External Providers Policy.

Appendix

OAKHILL COLLEGE - COMPLIANCE MONITORING REPORT 2019

Adapted from NESAs Checklist

COURSE DETAILS	
Academic Head/s Name:	
Course:	
Cohort:	
Delivery method:	
Qualification (VET only)	

KEY: Text in GREEN – compliance item is up to date
 Text in RED – compliance item requires attention
 Text in BLUE – compliance item requiring attention has now been resolved

COMPLIANCE DETAILS

ITEM	DO YOU HAVE THIS DOCUMENT?			INSERT LINK (MUST BE SHARED LOCATION)	AUDIT COMMENTS/ RECOMMENDATIONS COMPLIANCE	DATE NOTIFIED / CHECKED	STAFF MEMBER RESPONSIBLE
	YES	NO	N/A				
Scope and sequence <i>They should include:</i> <ul style="list-style-type: none"> - Year - Units/Topics (name) - Time/length unit/topic - Outcomes/content (NESA) - Weighting (assessment) - <i>Information is time sequenced</i> 							

ITEM	DO YOU HAVE THIS DOCUMENT?			INSERT LINK	AUDIT COMMENTS/ RECOMMENDATIONS	DATE NOTIFIED	STAFF MEMBER RESPONSIBLE
Teaching Programs <i>They should include:</i> (match scopes & sequence) <ul style="list-style-type: none"> - Outcomes - Content/mandatory requirements - Learning activities - Resources - Unit length/time - Differentiation (levels of learners) - Key Competencies or other 							
Student work samples ONE workbook (and/or other) for each teaching program <i>This should reflect the teaching program and match the SS.</i>							
Registration (registers) <ul style="list-style-type: none"> - A register for <i>each</i> teacher who has taught the program in a stage that is: <ul style="list-style-type: none"> • Annotated • Dated per activity • Evaluative comments • Offer recommendations for improvement • Signed 							
Assessment Plan (grid/schedule) <i>They should include:</i> <ul style="list-style-type: none"> - Task Type - Weighting of task - Outcomes - Content (if applicable) - Components (if applicable) 							

ITEM	DO YOU HAVE THIS DOCUMENT?			INSERT LINK	AUDIT COMMENTS/ RECOMMENDATIONS	DATE NOTIFIED	STAFF MEMBER RESPONSIBLE
Assessment Notifications <i>They should include:</i> <ul style="list-style-type: none"> - Task name - Weighting - Due dates - Content - Outcomes - Task description - Marking guidelines/ rubric 							
Assessment work samples <ul style="list-style-type: none"> - Evidence of levels of achievement for each task (A-E) - Feedback provided 							
Other areas							
Mark Book Marking, recording and reporting student achievement in assessment tasks. Evidence – illness /misadventure applications							
Assets Register <ul style="list-style-type: none"> - Resources and equipment inventory for your faculty (courses) - Process/systems of maintaining resources 							

ITEM	DO YOU HAVE THIS DOCUMENT?			INSERT LINK	AUDIT COMMENTS/ RECOMMENDATIONS	DATE NOTIFIED	STAFF MEMBER RESPONSIBLE
Faculty Handbook This handbook will describe: Faculty Assessment policies Marks allocations / grading procedures Feedback procedures Student appeals / warning letters / parental contact procedures Resource access / procedures Appendix: Staffing, assessment marking allocations, etc.							
Please note: In 2019 each department will need to produce an appendix to the Staff Handbook with specific information pertaining to their department. This handbook will be given to all existing staff members as well as any new staff members as they are employed at Oakhill College. The following documents need to be filed for five years: <ul style="list-style-type: none"> - Scope & Sequences - Assets Register - Assessment Plans 							

FOLLOW UP ACTIONS

FOLLOW-UP ACTION REQUIRED	DATE FOR COMPLETION	STATUS

COMPLIANCE SIGN OFF

THIS IS TO VERIFY THAT THIS IS AN ACCURATE RECORD OF THE COMPLIANCE FOR THIS CLASS AS OF:			
COMPLIANCE AUDIT COMPLETED BY:			
TITLE/POSITION:			
DATE:		SIGNATURE:	
COMPLIANCE AUDIT REPORTED TO:			
DATE:		SIGNATURE	