Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline

Section 1 - Purpose

(1) This guideline has been developed to support schools in the Catholic Diocese of Maitland-Newcastle (the Diocese) to meet legislative and NESA requirements relating to evidence-based programming, assessment and reporting requirements within a Catholic school context.

(2) Any non-compliance with this guideline may constitute a breach of legislative and NESA requirements and may be considered a breach of the Code of Conduct.

(3) Implementation of the NESA curriculum requirements must encompass the Maitland-Newcastle Diocesan Quality Teaching and Assessing Cycle (shown here).

(4) This guideline reflects changes to the NSW Education Standards Authority (NESA) syllabuses through the NSW Curriculum Reform, registration and accreditation requirements (RANGS), Commonwealth and State Government requirements, and the Australian Professional Standards for Teachers.

(5) Diocesan primary and secondary schools provide quality opportunities through purposeful teaching of the curriculum which:

   a. relate the curriculum to students' needs and abilities.
   b. recognise that students learn differently.
   c. include a variety of responsive Formative Assessment and Summative Assessment opportunities.
   d. ensure inclusive design of teaching programs.
   e. provide meaningful feedback for parents/carers under a Standards Referenced Assessment (five-point scale)framework.

Section 2 - Scope

(6) This guideline applies to all schools and teaching staff in Catholic schools in the Diocese (and may be superseded by updates to NESA advice and changes to federal and state legislation).

Section 3 - Responsibility

ROLE	RESPONSIBILITIES
Catholic Schools Office	• responsible for ensuring all schools' compliance with the regulatory and accountability requirements of the Education Act as described in the NSW Registration Systems (and Member) Non-government Schools Manual. • providing support to schools in the process of embedding Catholic Principles in teaching programs inclusive of assessment and reporting practices. • providing direction to schools through mandating the implementation of the School Curriculum Programming, Assessment and Reporting K–12 Guideline. • providing advice, support material and opportunities for professional development in relation to meeting NESA requirements for programming, assessment, and reporting. • providing advice and support to schools in relation to a consistent understanding of standards and making on-balance judgments for teachers to develop A-E or word equivalent five-point scale (Year 1-11) or Personalised Reporting Grade Scale based on syllabus outcomes. • providing support to schools in the analysis and triangulation of internal and external data and programs eg. assessments included in the Diocesan Assessment schedule, Religious Literacy test, NAPLAN and HSC. • supporting schools to meet state and federal government requirements for reporting. • monitoring the implementation of the School Curriculum Programming, Assessment and Reporting K–12 Guideline through relevant system review processes.
Schools	• incorporating Catholic Principles that are inclusive of the learning needs of all students in curriculum programming, assessment and reporting. • ensuring school registration requirements are met according to the current version of the NSW Registration Systems (and Member) Non-government Schools Manual. • adhering to NESA and system directions relating to the Schools Curriculum Programming, Assessment and Reporting K–12 Guideline. • setting high, realistic expectations that reflect syllabus standards and the Quality Teaching and Assessing cycle. • formally reporting to parents/carers twice per year on a standard report generated by teachers through MNSIS Compass using an A-E or word equivalent five-point scale (Year 1-11) or Personalised Reporting Grade Scale, based on syllabus outcomes that meet minimum government regulatory requirements. • providing an opportunity (in person/via technology) for formal parent/carer conferences at least once per year and encourage open communication with parents/carers through informal means on a regular basis.
Principals (in collaboration with school leadership teams)	• ensuring Catholic Principles that are inclusive of the learning needs of all students are evident in curriculum programming, assessment and reporting. • ensuring school documentation meets registration requirements according to the current version of the NSW Registration Systems (and Member) Non-government Schools Manual • ensuring school staff implement these guidelines and associated school procedures. • monitoring, managing and maintaining processes for the storage of required documentation relating to this Guideline and NESA requirements. • supporting teachers to use evidence-informed practice when implementing the Quality Teaching and Assessing cycle in their classes.
Teachers	• meeting the Australian Professional Standards for Teachers and NESA requirements, maintaining their NESA registration. • incorporating Catholic Principles in teaching and assessment programs. • developing teaching programs which are derived from and directly relate to the relevant syllabus and school documentation: scope and sequence, outcomes, and focus areas. • creating and maintaining an assessment plan. • developing a Personalised Plan for identified and targeted students in consultation with relevant staff (as directed by the Principal or delegate). • differentiating teaching programs by making adjustments to meet the learning needs of all students. • using available evidence to inform teaching programs (this can come from formative, summative assessment or external assessment data). • submitting completed teaching program/register and relevant records to the principal/delegate. • regularly evaluating and updating teaching programs and assessment strategies. • reporting to parents in a written format twice per year – comparing student achievement against statewide syllabus standards in each KLA and/or course of study.

Section 4 - Curriculum Planning and Programming

(7) This guideline adopts the NESA definition of programming and effective teaching programs.

(8) Programming is an important process in the diocesan [Quality Teaching and Assessment Cycle](#). It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes.

(9) Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage.

(10) The process of programming is typically shared in schools and offers an opportunity for collaboration, professional reflection and evaluation. Teaching and learning programs are an official record of planned learning experiences.

(11) A rationale that states how Catholic principles are embedded in teaching programs is important illustrating how a Catholic lens is applied to teaching and learning in the context of NESA syllabus documents.

Characteristics of Programs

(12) Programs reflect the needs, interest and abilities of students, based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students.

(13) Programs are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback.

(14) Programs include adjustments for students with diverse learning needs.

(15) Programs reflect school and diocesan priorities, values and initiatives.

(16) Programs are official records of how syllabus requirements are met and are maintained digitally.

(17) For more information please see [Programming | NSW Education Standards](#)

Years K – 6 Programs

(18) Programs, based on NESA syllabuses, are to be provided to address each learning area in each year of schooling. In primary school, the key learning areas (KLAs) and subjects are:

   a. Religious Education;
   b. Creative Arts;
   c. English;
   d. Human Society and Its Environment (incorporating History and Geography);
   e. Mathematics;
   f. Personal Development, Health and Physical Education (PDHPE); and
   g. Science and Technology.

(19) Schools must have courses of study in each KLA and subject in each year of school that:

   a. Are appropriate for the student's level of achievement and needs.
   b. Meet any relevant NESA curriculum guidelines.
   c. Schools may include a language program of up to 100 hours.

LEARNING AREA	TIME ALLOCATION GUIDE	APPROXIMATE HOURS PER WEEK
Religious Education	10%	2.5
English	25-35%	6-8.5
Mathematics	20%	5
Science	6-10%	1.5-2.5
HSIE	6-10%	1.5-2.5
PDHPE	6-10%	1.5-2.5
Creative Arts	6-10%	1.5-2.5
Additional Activities	Remainder of time	
Languages	Optional	

(20) Schools have flexibility in how they deliver learning programs, for example through integrated programs, providing that programs (based on NESA syllabuses) are provided to address each learning area in each year of schooling and that they meet minimum required hours for each of the learning areas. This means the majority of time is allocated for English and Mathematics, 10% of time for Religious Education, and the balance of time for the other KLAs.

(21) A school's inclusive curriculum planning and teaching practice should promote and support access and participation through appropriate adjustments to educational programs that cater to students with diverse learning needs. This includes responsive assessment, teaching and learning for culturally and linguistically diverse students.

Years 7 – 10 Programs

(22) Years 7-10 Programs based on NESA syllabuses, are to be provided to address each learning area in each year of schooling based on the following indicative hours:

LEARNING AREA	INDICATIVE REQUIREMENT IN HOURS ACROSS 7 - 10
Religious Education	400
English	400
Mathematics	400
Science	400
HSIE	400 (100 hours each of Geography and History in both Stage 4 and Stage 5)
Languages	100 hours in one year – preferably in Stage 4
TAS	200 – Stage 4
Creative Arts	200 (100 hours each Visual Arts and Music)
PDHPE	300
Additional Electives 9-10	At least 200 hours of Board Developed, Content Endorsed or Stage 5 VET courses.

Years 11-12 Program

(23) Programs based on NESA syllabuses, are to be provided for each subject or course in each year of schooling to ensure students meet the requirements for the award of a HSC or ROSA.

(24) The current required pattern of courses for full time students is a minimum of 12 units of Preliminary Year 11

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courses and 10 units of HSC courses in Year 12. Some students may choose to study more than 12 units in Year 11. Student selection must include:

    a. At least two units of a NESA Board Developed Course in English.

    b. At least one of the following:

        i. 2U Studies of Religion;

        ii. 1U Studies of Religion; or

        iii. 1U Studies in Catholic Thought.

    c. At least six of the mandatory 12 units must be NESA Board Developed Courses.

    d. At least three of the courses must be of 2 unit or greater value.

    e. No more than 6 units of Science may be selected in Year 11 and no more than 7 units of Science may be selected in Year 12.

(25) The requirements, rules and procedures for the Higher School Certificate (HSC) are detailed on the ACE website and NESA Official Notices. Schools must refer to these rules and procedures to ensure the eligibility of students for the HSC credential.

Vocational Education and Training (VET)

(26) In addition to the programming requirements outlined, VET programs must clearly identify the competencies being addressed together with the project work, work placement and events, with reference to:

    a. Training and Assessment Programs;

    b. VET Delivery Guide; and

    c. Work Placement Guidelines.

Life Skills

(27) NESA provides a detailed process for identifying a student for whom a Life Skills program of study is appropriate. It is expected that this process will be followed by schools when making decisions of this nature.

(28) It is important to note that Life Skills outcomes are individually selected based on and informed by NESA's Collaborative Curriculum Planning process. Not all outcomes for a unit of study or subject need to be achieved by a student studying Life Skills.

Personalised Planning

(29) Students with additional and diverse needs benefit from personalised learning requiring attention to the unique needs of all students of all abilities, acknowledging that each has different learning needs.

(30) The NCCD should be integrated as part of the continuing process of teaching and learning.

    a. For students with disabilities, it is mandatory that schools undertake the steps of the NCCD model:

        i. Planning – Plan for the NCCD;

        ii. Implementation – Put plans into action;

        iii. Validation – Verify evidence and adjustments; and

        iv. Reflection – Reflect on the experience.

    b. Students benefiting from adjustments under the NCCD must have an active Personalised Plan in place.

    c. The needs of Aboriginal and/or Torres Strait Islander students with disability are met through appropriate teaching, learning and assessment activities as part of a Collaborative Curriculum Planning, including

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implementing a Personalised Plan and undertaking the steps of the mandatory NCCD model. The Personalised Plan for these students should be culturally sensitive and inclusive.

(31) All other Aboriginal and/or Torres Strait Islander students (including any student in Out of Home Care) have a current cultural support plan which is developed and individualised to support engagement and learning, adopting a similar collaborative curriculum planning process that is culturally sensitive.

Section 5 - Scope and Sequences

(32) A Scope and Sequence is a brief overview of what is to be taught, the sequence in which it will be taught and the syllabus outcomes that may be addressed in the intended learning. They are flexible and fluid documents, providing a brief overview of the key concepts and ideas addressed in a learning and teaching program for an individual stage or year.

(33) Scope and Sequences will vary due to the differences in school contexts, student cohorts and syllabus requirements. More information can be found here: Advice on scope and sequences | NSW Education Standards

K-6 Scope and Sequences

(34) Elements of a scope and sequence for primary schools include:

a. The scope of learning in relation to the syllabus outcomes to be addressed.
b. The sequence of learning in relation to the syllabus outcomes to be addressed.
c. Duration of learning.
d. Syllabus outcomes addressed.
e. Relevant information for learning areas or diocesan requirements.

Years 7-12 Scope and Sequences

(35) Elements of a scope and sequence for secondary schools include:

a. Title of each unit.
b. The sequence of learning for each year/stage.
c. Duration of each unit.
d. Syllabus outcomes in each unit.
e. Life Skills outcomes that are being integrated or taught concurrently (if applicable).
f. Subject specific requirements (eg. texts, fieldwork, research projects).
g. Other relevant information regarding learning areas or diocesan requirements.

Section 6 - Assessment

(36) Under funding agreements, schools are mandated to conduct formal assessments, including:

a. NAPLAN (and other NAP assessments as determined).
b. Students completing the HSC need to demonstrate a minimum standard of Literacy and Numeracy by completing the Minimum Standard of Literacy and Numeracy test.

(37) Assessment refers to the variety of approaches used to analyse and interpret the knowledge, understanding and skills that students demonstrate throughout the Quality Teaching and Assessment Cycle. Assessment is most effective

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when it is an integral part of teaching and learning.

(38) The annual Diocesan Assessment Schedule is administered, according to the plan, as a minimum collection of formal assessment tools, across Years K-10. See [Appendix 1](#)

(39) All assessment is responsive to student need at a point in time. Assessment involves:

   a. Identifying where students are in their learning.
   b. Ongoing monitoring of student progress in relation to outcomes and standards.
   c. Using a range of responsive formative assessment and summative assessment approaches.
   d. Providing feedback about student progress to determine the next steps in learning.

(40) Approaches to assessment should be inclusive assessment. Differentiated Assessment is required to accommodate student needs and support inclusion.

(41) Syllabus outcomes are used by teachers to:

   a. Plan and develop learning and assessment opportunities.
   b. Monitor student progress.
   c. Assess student progress and achievement in relation to intended learning.
   d. Report student progress and achievement in relation to intended learning.

(42) Assessment of student work and the recording of assessment data are used to monitor progressive student achievement of syllabus outcomes. These records are used to support teacher judgement of student achievement, measured at a given point in time, based on syllabus outcomes. Teachers should employ holistic on-balance professional judgement when assessing student work.

(43) Varied and sufficient assessment opportunities should be provided for all students to show their capabilities, knowledge and skills in a variety of different contexts and new situations. Recording of assessment data may be stored separately to the teaching program and is to be maintained for the calendar year.

   a. HSC assessment and procedures are adopted according to the ACE Manual.
   b. VET unit of competency assessment and achievement is managed through the Axcelerate student and learning management system.
   c. More information can be found here [Assessment | NSW Education Standards](#)

Assessing Diverse Learners

(44) It is a requirement under the [Disability Standards for Education 2005](#) for school to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decision made at a school level to offer adjustments to course work and assessment tasks.

(45) Some diverse learners will require adjustments to assessment practices to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

   a. Adjustments to environmental conditions, for example, providing separate room / space, standing desk.
   b. Alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.
   c. Adjustments to assessment product, for example rephrasing questions, using simplified language, fewer questions, alternative formats for questions, or alternate modes of delivery.

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d. Adjustments to the assessment processes, for example additional time, rest breaks, quieter conditions, the use of a reader and/or scribe or specific technology.

e. Marking Guidelines should accommodate adjustments, whilst maintaining the integrity of syllabus outcomes.

(46) Assessment allows teachers to gather evidence of a student's progress in relation to selected Life Skills outcomes. The achievement of individual Life Skills outcomes is credentialled by NESA in Years 10, 11, 12 through the Profile of Student Achievement and issued by NESA with a student's ROSA and HSC credentials.

(47) Assessment for EAL/D Learners will be complemented through the use of the EAL/D Learning Progressions, updated each term.

High Potential and Gifted (HPG) Students

(48) High Potential and Gifted (HPG) Students have specific learning needs that may require adjustments to pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of HPG students.

(49) HPG students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Section 7 - Reporting

(50) A standards referenced reporting approach is used to assess and report on student achievement in this Diocese, informed by NSW syllabus and diocesan curriculum.

(51) Performance standards used to report student achievement in NSW include:

a. Common Grade Scale (Year 1 to 10);

b. Common Grade Scale for preliminary courses (Year 11);

c. Stage 5 Course Performance Descriptors (end of Year 10);

d. HSC Performance Band Descriptions (Year 12); and

e. Achievement Level Descriptions (Year 12 English Studies, Mathematics Standard 1, and Numeracy).

(52) As part of NESA, government legislation and diocesan requirements, schools will ensure overall school processes for reporting student progress, improvement, and achievement in their learning respond to regulatory requirements including:

a. A formal report to parents twice a year – this is a standard report generated by MN-SIS Compass Kindergarten – Year 12.

b. Use of plain English.

c. A five-point common grade scale A-E or worded equivalent (Year 1-11 only). Year 12 reports have a subject mark and rank.

d. Competency based reporting for Stage 5 and 6 VET subjects.

e. Information about a student's achievements in all KLAs and identification of areas of strength and areas for further development.

f. Information about student attendance data.

g. Appropriate and agreed reporting mechanisms for diverse learners.

h. Information about a student's commitment to learning and personal and social development.

i. Opportunity for conferences with parents to discuss a student's progress

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j. A comparison of a student's achievement * with that of other students in the same Year group be made available to each parent/carer on request.

(53) For Years 1 to 10, school reports (except for students with diverse learning needs, where alternatives have been agreed to through collaboration with parents/carers) should include the following statement:

> You may request the school to provide you with written information that clearly shows your child's achievement compared to their peer group at school. This information* will show you the number of students in the group in each of the achievement levels.

*A comparison table is generated by the MN-SIS Compass electronic reporting system to provide this information to parents/carers.

(54) Schools will advise parents/carers on the written report and how the information can be accessed.

(55) For Years 11 and 12, information on how student achievement compares with that of the peer group may be provided through course group rankings or grade distributions.

Reporting on learning outcomes for students learning English as an Additional Language or Dialect (EAL/D)

(56) For new arrival English as an additional language or dialect (EAL/D) students in primary and high schools, if appropriate, KLAs or subjects studied may be reported against the 5-point achievement scale otherwise, only comments need be provided.

(57) More information to support reporting EAL/D for K -10 can be found here.

(58) More information to support Stage 6 EAL/D reporting information can be found here.

Reporting on learning outcomes for students whose learning is impacted by disability

(59) Reports for students, whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, should follow the requirements as set out above in K-6, 7-10 or 11-12.

(60) Reports for students whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including Life Skills outcomes, will indicate achievement against a personalised learning program.

(61) A process of Collaborative Curriculum Planning determines the most appropriate curriculum and adjustments and reporting which includes consultation with parents/carers. For some students with disability, teachers may need to consider the most appropriate methods of reporting achievement: this may include reporting against personalised goals and syllabus outcomes identified through the collaborative planning process.

Personalised Reports

(62) In general, personalised reports may be provided for students with moderate or severe levels of disability. Personalised reports may also be provided for students with other disabilities in KLAs or subjects where a student's learning is based on selected or prior stage syllabus outcomes.

(63) In addition to reporting the student's achievement, school also may report the student's achievement using the following scale in KLAs or subjects through written comments:

a. P4 – Independent: the student can complete a task independently, without assistance. The student maintains

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the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

   b. P3 – Frequent: the student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar setting and situations.

   c. P2 – Occasional: the student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

   d. P1 – Beginning: the student has some existing prior knowledge and/or necessary pre-skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

Primary School Reports

Kindergarten

(64) Students in diocesan Kindergarten classes receive a report without a A-E grade. A standard report is generated by MNSIS Compass that provides information about the student's progress at Early Stage 1 level in relation to their progress in Religious Education and the Key Learning Areas, commitment to their learning and personal and social development.

(65) Reports will describe how a student's achievement compares with syllabus standards through teacher comments.

Stage 1 to Stage 3

(66) Schools will report on Religious Education and the KLAs of English, Mathematics, Creative Arts, Human Society and its Environment (which includes History and Geography), Personal Development, Health and Physical Education, and Science and Technology. Languages will be reported on in primary schools that provide students with a language program of 2 or more hours per week.

(67) Reporting should focus on individual student learning progress that support parents/carers to understand how their child is progressing and what can be done to support their learning growth.

(68) Schools will use a 5-point achievement scale to report to parents/carers for students in Years 1 to 6. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all KLAs or subjects.

Secondary School Reports

Years 7-10 Reports

(69) Schools will report on subjects or courses studied in Religious Education and the KLAs of English, Mathematics, Science, Human Society and its Environment, Creative Arts, Languages, Personal Development, Health and Physical Education, and Technology and Applied Studies.

(70) Schools will use a 5-point achievement scale to report to parents/carers for students in Year 7 to 10. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all KLAs or subjects except VET courses where competency will be reported.

(71) Reports will show information for components of each subject in all KLAs. Reporting to parents/carers provides ongoing feedback on individual student learning progress that supports parents/carers to understand how their child is progressing and what can be done to support their learning growth.

Year 11-12 Reports

(72) Schools will report on subjects and/or courses studied.

(73) Reports will show information for components of each subject.

(74) Schools will use a numerical score (1-100) or use A-E (or equivalent) achievement grades to clearly convey what the student knows and can do in relation to syllabus standards in each course.

(75) For VET courses, schools will report on achievement of competencies. More information about VET courses can be found here.

Section 8 - Compliance

(76) Schools should always be compliant in meeting NESA requirements, as explained in the RANGS Manual. NESA may also conduct compliance inspections, with minimal notice.

Required Records for Compliance

(77) All compliance documentation relating to development and delivery of curriculum must be kept in a shared, accessible online space for 5 years (that is, the school portal on MS Teams) including:

(78) The teaching and learning program must be registered, ie. signed by teacher/s. Official sign-off can be digital and either on the program or on a separate registration document.

(79) The teaching and learning program should be evaluated at the completion of the course/unit.

Teaching Programs and Scope and Sequences – K-6

(80) For primary schools, the following programming documents must be completed for each calendar year for each class/teaching program:

   a. Timetables for each year/class showing allocation of time and teacher/s for each KLA.
   b. Scope and sequences that address syllabus outcomes for each KLA.
   c. Teaching and Learning program that corresponds to the Scope and Sequence for all of units of work.
   d. All programs should also indicate syllabus alignment, assessment activities (formative assessment and summative assessment) and are differentiated for students with diverse learning needs.

Teaching Programs and Scope and Sequences: 7 – 12

(81) For secondary schools, the following programming documents must be completed for each calendar year for each class/teaching program:

   a. Year/class group timetable and teachers for each KLA.
   b. Scope and sequence that address syllabus outcomes for each KLA.
   c. Teaching and Learning program units of work.
   d. All programs should indicate syllabus alignment, assessment activities (formative assessment and summative assessment) and are differentiated for students with diverse learning needs.

Assessment K - 12

(82) For both primary and secondary schools, an Assessment Plan for each KLA indicating how student performance is

assessed, monitored and recorded is required.

(83) Recording evidence for assessment may take a variety of forms, including individual comments or notations, marks, grades, conversations, digital recordings and/or audio or visual representations. Recording evidence:

a. Needs to be manageable;
b. May be formal and/or informal; and
c. Should focus on student progress in relation to outcomes, particular strengths and areas for improvement.

(84) More information about recording evidence can be found [here](#).

Samples of Work

(85) For both primary and secondary schools, samples of student work may need to be provided that demonstrate delivery of the school's curriculum. Schools should be able to draw upon the day-to-day work of students available to them at any time including at the time of any NESA inspection.

(86) Selected Stage 5 work samples should be collected, reflecting the distribution of A to E grades and retained towards the end of Year 10 and at various points to support NESA grade monitoring requirements.

(87) Stage 6 work samples need to be collected and uploaded to NESA via Schools online at the end of each course for students studying English Studies, Mathematics Standard 1 and Numeracy CEC.

Section 9 - Appendix 1

(88) Click on the link to view the [Diocesan Assessment Schedule 2024](#).

Status and Details

Status	Current
Effective Date	31st May 2024
Review Date	27th May 2027
Approval Authority	Head of Catholic Schools
Approval Date	27th May 2024
Expiry Date	To Be Advised
Unit Head	Steven Lemos Head of Catholic Schools
Enquiries Contact	Learning and Wellbeing

Glossary Terms and Definitions

"Catholic Diocese of Maitland-Newcastle (the Diocese)" - The Catholic Diocese of Maitland-Newcastle (the Diocese) is inclusive of all parishes and agencies, communities, ministries and works that are under the authority of the Bishop of Maitland-Newcastle. The Bishop takes his authority from Canon Law (Canons 375-402). The geographical coverage of the Diocese includes all or part of the Newcastle, Lake Macquarie, Maitland, Cessnock, Port Stephens, Singleton, Muswellbrook, Upper Hunter, Dungog and Mid-Coast local government areas, with almost 160,000 Catholics, 38 parishes and serviced by multiple diocesan ministries and agencies. The Diocese is not wholly geographic in nature. There are elements of the Catholic Church operating within the physical boundaries of the Diocese that do not fall under the authority of the Bishop and are not a part of the Diocese. Equally, particular diocesan ministries occur within external institutions (e.g. Prison Chaplaincy, Hospital Chaplaincy).

"Collaborative Curriculum Planning" - Collaborative Curriculum Planning is the process to determine the most appropriate curriculum options and adjustments for a student with disability. Collaborative Curriculum Planning should take place within the broader context of personalised planning that includes interventions and other supports to address identified student learning and support needs.

"Differentiated Assessment" - Consideration of different types of assessment strategies and ways that students can demonstrate their understanding.

"Formative Assessment" - Formative assessment provides teachers and students with opportunities for feedback throughout the teaching and learning process and provides evidence about learning progress.

"Holistic on-balance professional judgement" - Teachers should provide multiple opportunities for students to demonstrate their achievement in relation to the syllabus outcomes in a variety of ways and in a range of situations. When making a judgement about the 5 point achievement scale that best matches each student's overall achievement at a particular point in time, teachers should: ♦ review all relevant assessment information for the reporting period   ♦ consider the nature and quality of the assessment information   ♦ compare what the student has demonstrated with the descriptions for each grade   ♦ base the judgement about the grade on the standard the student has demonstrated by the end of the reporting period.

"Inclusive Assessment" - Inclusive assessment means ensuring all students are able to demonstrate their learning. Assessment design should consider the ways students engage in the activity, how information is presented and accessed, and the different ways that students can demonstrate their understanding.

"Responsive Assessment" - Using the most appropriate form of assessment to meet student need at a particular point in time and applying it to inform teaching.

"Standards Referenced Assessment" - Standards Referenced Assessment refers to the process of interpreting information about student learning in relation to syllabus outcomes. It is used to compare student performance to an outcome with objective criteria rather than to the performance of other students. Standards Referenced Assessment can provide meaningful feedback about student achievement and support moderation, and consistent teacher judgement informing reporting.

"Standards Referenced Reporting" - Reporting comprises of syllabus standards and performance standards: ♦ outcomes and content provide the syllabus standards and describe what students are expected to demonstrate in relation to their learning.   ♦ how well students demonstrate achievement in relation to the outcomes and content is described in performance standards such as the Common Grade Scale.

"Summative Assessment" - Summative Assessment provides the opportunity to assess both student learning against standards and the effectiveness of the teaching program. Summative Assessment should be used along with other available assessment information to make an on-balance, holistic judgement of student achievement.