



MT ST MICHAEL'S COLLEGE

UNDER THE STEWARDSHIP OF MARY AIKENHEAD MINISTRIES

MIDDLE SCHOOLING ASSESSMENT AND PROCEDURES

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MIDDLE SCHOOLING PRINCIPLES

As adolescents are in their formative years (11-15 years of age), Middle Schooling pedagogy aims to enhance this time period for optimal learning. The process utilised at MSM ensures all Year 7-9 students are provided with access to high quality schooling, developing successful lifelong learners, confident and creative, active and informed community members with a sense of self-worth, self-awareness and a strong personal identity.

INCLUSIVITY

MSM's Middle Schooling philosophy is schooling that is appropriate to adolescents' developmental and educational needs and characteristics, whilst still ensuring students are nurtured in the tradition of the Sisters of Charity. They are to be principled young women, with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus (MSM Philosophy and Practice 2016).

Adolescent wellbeing and academic achievement are strongly linked. The College encourages parental/family involvement in the learning process within the school community and in the home, ensuring high educational outcomes for students, within a safe and happy learning environment.

EQUITY

MSM provides the foundation for 21st Century skills in critical and creative thinking, problem-solving and communicating, ensuring appropriate learning as students transition towards adulthood.

MSM, through the College's mission under the stewardship of the Sisters of Charity, aims to develop students who relate well to others, and are engaged in nurturing and maintaining healthy/supportive relationships within the school and wider community. Students are encouraged to look for opportunities to work for the betterment of others, and the stewardship of the natural and social environment, including within the digital world. Our graduates are encouraged to be women of:

- Conscience
- Compassion
- Commitment
- Competence
- Confidence

STUDENT-CENTRED

Learning opportunities provided will allow students to explore their individual creativity, within a culture of excellence, encouraging students to aim for personal excellence in their educational outcomes.

MSM also provides opportunities for students to become discerning participants in their own learning, being discriminatory observers of their own progress, searching for improvement whenever possible, and continuously being inspired to participate in this learning process.

Practices at Year 7 level aim to facilitate the transition of the adolescent from primary to secondary schooling, with the intention of developing an independent and autonomous learner.

MSM ensures continuous communication with parents through a variety of modes throughout the year. These include Parent/Teacher Conferences, the College newsletter – *MSM Spirit*, E-news letters from Pastoral leaders and Parent Information sessions.

MIDDLE SCHOOLING PRACTICES

LEARNING AND TEACHING PRACTICES

- All Middle School teachers collaboratively implement the MSM Pedagogical Statement “Our Practice”. The focus areas include Differentiation and Diversity, Reflective Practice, Intellectual Quality and Significance in the 21st Century.
- A broad array of teaching and learning practices to cater for the individual needs of each student required are implemented. Middle School students are supported in their endeavour to succeed, by extension and support structures within and outside the classroom.
- The wellbeing of students is paramount in the middle years, and teachers promote the importance of positive wellbeing in students (in line with the College’s Positive Education program), through their teaching and daily interactions.
- Homeroom Teacher-Student relationships are formed through the regular contact this teacher has with their class. MSM Middle School Philosophy ensures that homeroom teachers are also the class teacher for at least one subject.
- MSM aims to explicitly connect the Australian Curriculum with real life experiences for the students, enabling them to make sense of abstract concepts in a concrete, practical and relative manner.

ASSESSMENT PRACTICES

- A holistic approach to the education of the adolescent is paramount – therefore determining judgements for levels of achievement in the Middle School is reflective of developmental learning.
- MSM Middle School implements uniform approaches to learning tasks/assessment criteria sheets whenever criteria sheets are required.
- Demonstrated learning can be identified throughout a term/semester through formative or summative learning tasks:
 - Practical work
 - Field work/excursions
 - Quizzes
 - Fine-grained assessment
 - In-class assignments (including multi-modal presentations) where the assignment is the classwork for Year 7, supported with teacher direction to ensure student ownership. This may occur over a period of 2 days to several weeks. Teacher direction and class time is progressively scaled back through to Year 9.
 - Exams completed within lesson time
 - Research assignments
 - Semester exams in exam blocks
- Learning tasks allow students to demonstrate curriculum knowledge, understanding and higher order thinking, and support diversity in learning

CONTINUOUS IMPROVEMENT

Year 7 and Year 8:

- Learning tasks for determining levels of achievement: -
 - are no more than 90 minutes in length for exams (two sessions of 45 minutes)
 - are predominantly completed in class time
 - incorporate a variety of tasks over the course of the year
- Home study is, at most, 1 ½ hours in length/day for Year 7 and Year 8 includes: -
 - time for revision of curriculum
 - the embedding of study skills/strategies and Habits of Mind
- Home study will be timetabled across the 10-day cycle to ensure equity across the Year 7 curriculum for 2018.
- Home study should not include completing work that was not finished in class that day

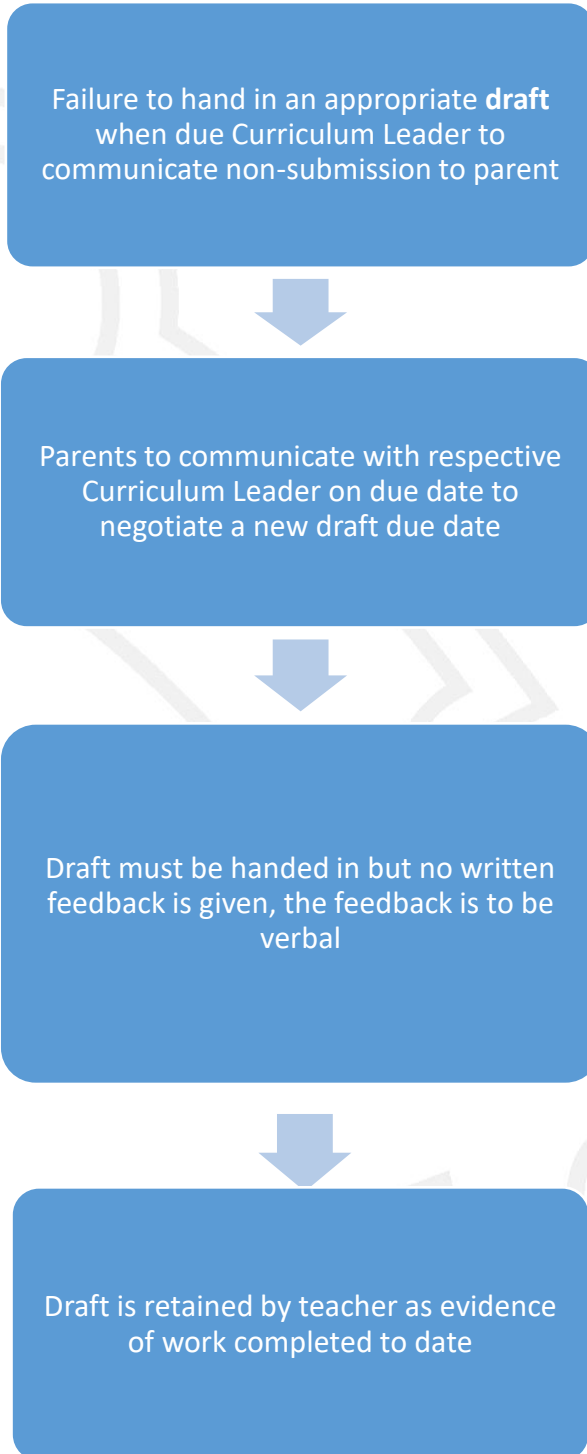
Year 9:

- Learning tasks for determining levels of achievement: -
 - are no more than 90 minutes in length for exams
 - incorporate a variety of tasks throughout the course of the year
 - incorporate class time and home study time
- Home study is 1 ½ hours-2 hours in length/day and includes:-
 - time for curriculum revision
 - assigned tasks such as projects, presentations and assignments
 - the embedding of study skills/strategies and Habits of Mind
- Home study should not include completing work that was not finished in class that day.
- Feedback to students will be timely and explained to allow for the demonstration of improvement within the final product.
- Home study should not include completing work that was not finished in class that day.

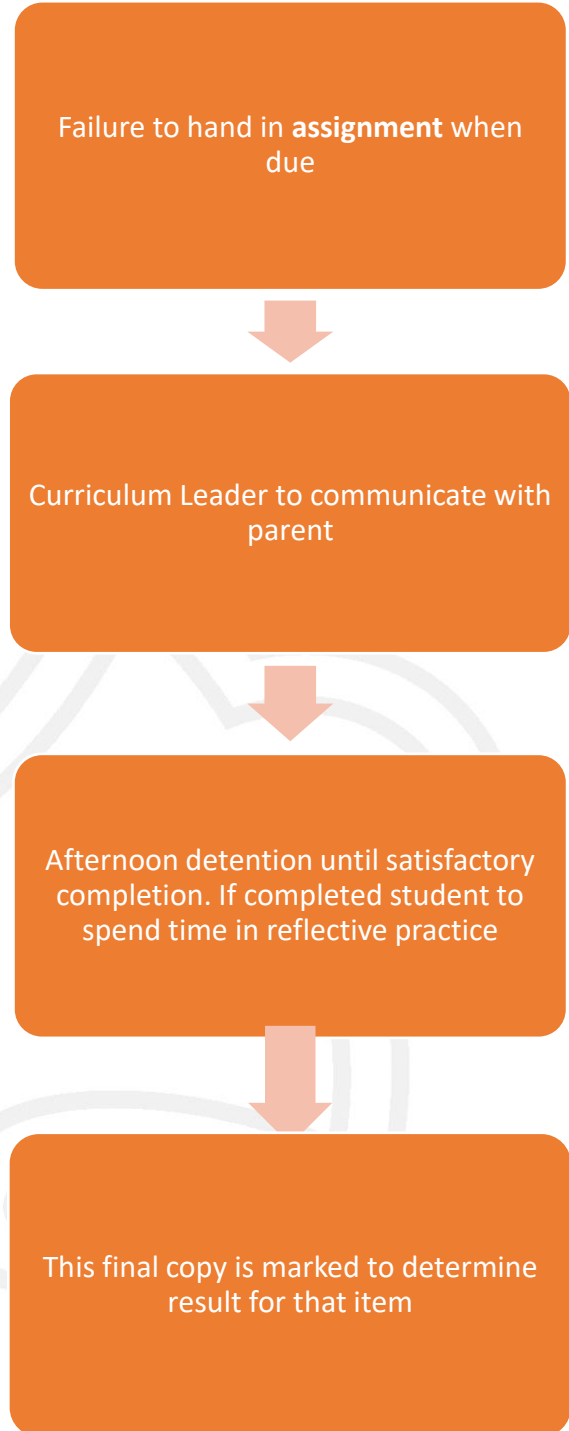
MIDDLE SCHOOL ASSESSMENT - YEARS 7, 8 & 9

NON-SUBMISSION OF ASSESSMENT – PROCEDURES/CONSEQUENCES

DRAFT-ASSIGNMENT PROCEDURE



FINAL COPY-ASSIGNMENT PROCEDURE



**DRAFT ASSIGNMENTS, FINAL ASSIGNMENTS AND EXAMS/ORALS
PROCEDURES TO FOLLOW DUE TO ILLNESS**

ASSIGNMENT SUBMISSION PROCESS:

Short term illness - parent to contact Curriculum Leader on due date.

Long term illness - parent to contact Program Leader-Middle School along with the Curriculum Leader

Assignment must be submitted electronically **when it is due.**

Hard copy of assignment (If requirement was hard copy) must be submitted to the class teacher with a parent note by 9 am on the next day that the student is at school

If above steps are not followed, consequences for non-submission of an assignment will be followed.

EXAMINATION/ORAL PROCESS:

Inability to attend examination/oral due to illness

A parent must contact the Curriculum Leader (Year 7 - 9) to advise of the absence on the day of the exam/oral

Curriculum Leader will arrange a catch-up exam/oral