UNITY COLLEGE
Whole School Curriculum Overview
2025

v.2025/01

PURPOSE OF THE WHOLE SCHOOL CURRICULUM OVERVIEW

The Whole School Curriculum Overview at Unity College guides the way planning, teaching, assessing and reporting is embedded consistently across the school.

Engagement in the processes and practices outlined in the school curriculum overview also ensures alignment with government regulations.

This plan is a living document that has been developed in alignment with the College's Strategic Plan and incorporates/reflects the system priorities.

CONTENTS

- School Vision and Mission
- School Motto
- Educational Philosophy and Aims
- Vision for Learning
- Approach to Pedagogy
- Collaborative Practices
- Curriculum Delivery
  - Curriculum Access and Time Allocations
  - Planning, Teaching, Assessing and Reporting Cycle
  - Year Level/Band Planning
  - Class/Unit Planning
  - Assessment
  - Moderation
  - Reporting
  - Monitoring and Evaluation/Data
  - Differentiation
  - Levels of Teaching Response

A Guide to Using the Unity College Education Program

The Unity College Education Program is a living document and is regularly updated.

Not all information is contained within the document and instead is housed on the College SharePoint Portals. Here it is used, modified and updated daily, weekly or as required. Throughout the document, you will find images and link to College policies, procedures, BCE frameworks and initiatives, curriculum, assessment and reporting.

SCHOOL VISION AND MISSION

The school's vision and mission statement are underpinned by the Archdiocesan vision, which challenges Catholics to:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ's mission in our world.

The school vision statement is consistent with the Brisbane Catholic Education vision of a faith-filled learning community creating a better future - calling us to Teach, Challenge and Transform. The school vision forms the basis of the school's education program, and guides education and organisational practices across the school.

School Vision

As an Ecumenical Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich the world.

School Mission

We are a learning community
uniting, inspiring and succeeding
through Christ

SCHOOL MOTTO

Unite, Inspire and Succeed

Inspired by our College Mission Statement, the school motto, '*unite, inspire and succeed* reflects the underpinning values and pedagogical framework to recognize the individual and collective capability of the community.

EDUCATIONAL PHILOSOPHY AND AIMS

All phases of schooling at Unity College are underpinned by Brisbane Catholic Education's Learning and Teaching Framework and The Alice Springs (Mparntwe) Declaration (2019). The Alice Springs (Mparntwe - pronounced as 'M- ban-tua') Education Declaration sets the national vision for education for all Australians and notes two goals:

1. The Australian education system promotes excellence and equity.
2. All young Australians become:
    - Confident and creative individuals
    - Successful lifelong learners
    - Active and informed members of the community

Curriculum design and delivery at Unity College is grounded in the Alice Springs (Mparntwe) Education Declaration and is mindful of the declaration's goals. In alignment with the declaration, which promotes excellence and equity, we support students to achieve high standards and provide structures and adjusted strategies that enable equitable learning experiences. This is achieved within a faith-filled learning environment in which we are committed to supporting students to become confident and creative individuals, successful lifelong learners and active and informed members of the community.

At Unity College our spiritual identity is grounded by Celtic Christian spirituality. There is recognition that the divine is present in others. Early Celtic Christians shared their food, money, work, play and worship in communities which were always open to the people who lived around them. Wherever they lived, they saw Christ in their neighbour. They also had a responsibility to provide travellers with a safe and hospitable place to rest. They believed the more you gave a visitor then the more you received in return.

At Unity College, the charism of Celtic Christian Spirituality provides us with six virtues to express our understanding of how everything is connected by Christ, with Christ and through Christ: Welcome, Hospitality, Awe and Wonder, Prayer and Contemplation, Reverence for Nature and Circle.

Artwork Credit Artist: Nerine Tilmouth, Ceremony, Karrinyarra, 2018, courtesy of Tangentyere Artists. © Nerine Tilmouth/Copyright Agency, 2019

VISION FOR LEARNING

Unity College's Vision for Learning is centred upon our mission that Unity College is a learning community that is uniting, inspiring and succeeding.

Unity College's Vision for Learning is underpinned by our Values for Learning. Within each value, the Vision for Learning contextualises learning for the whole person at Unity College. The Values for Learning include:

- Challenging Contexts
- Connected Elements
- Engaging Cultures
- Holistic Education
- Inclusive practices
- Relational Approaches
- Responsive Environments
- Student Centered Learning
- Sustainable processes
- Supportive Partnerships

Our Vision is centered on research and evidence based practices and as a professional learning community. The College's Vision for Learning reflects the College's values and beliefs about learning and learners.

The Vision for Learning caters for 21st century contemporary learning contexts; it develops the skills and knowledge needed to be confident and successful learners who are empowered to shape and enrich our changing world by living the Gospel of Jesus Christ.

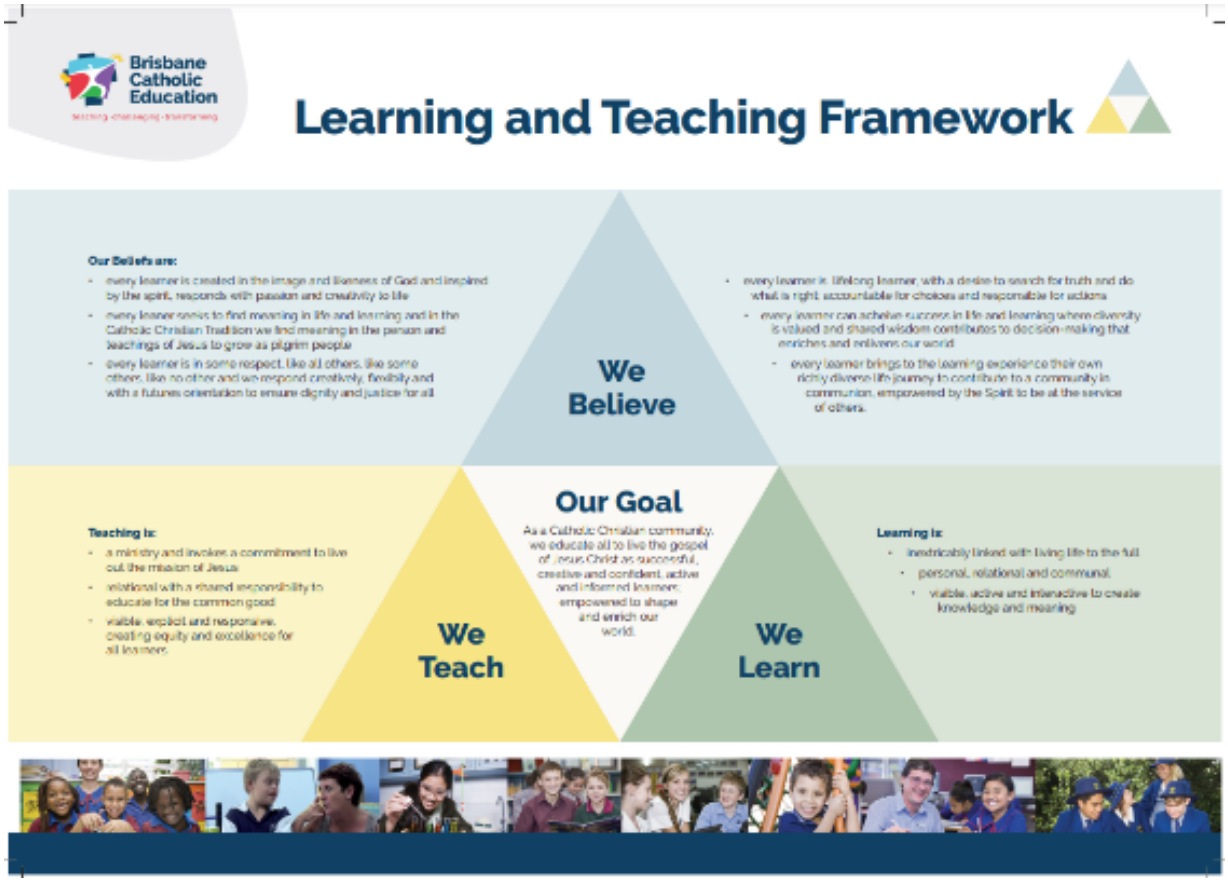
The Vision for Learning helps to create a dynamic learning environment where learning is active and engaging

APPROACH TO PEDAGOGY

BCE Teaching and Learning Framework

Learning and teaching at Unity College are aligned with the BCE Teaching and Learning Framework which brings together the principles for learning and teaching that lead to success for all learners.

The BCE Learning and Teaching Framework outlines the vision for the learning and growth of our students built on our ecumenical values and beliefs.



BCE Teaching and Learning Framework

The Learning and Teaching Framework is the starting point for planning for learning and teaching across BCE, as a Catholic Christian community, we educate all to live the Gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

BCE Model of Pedagogy

Teaching and learning practices at Unity College are aligned with the BCE Model of Pedagogy which brings together the principles and practices of learning and teaching that lead to success for all learners.

BCE Model of Pedagogy

At Unity College we believe in maintaining consistency of research-based teaching practices across all classrooms to reduce the variability of student progress within our school. We believe that effective pedagogy relates to the principles and practices of learning and teaching that lead to success for all learners. These principles arise out of the beliefs and values of the BCE Learning and Teaching Framework, an evidence-based framework upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

Effective pedagogy:

- relates to the principles and practices of teaching children
- is teaching that makes learning visible and leads to successful achievement for all learners
- creates conditions where the relationship between the learning and teaching is focused, generative and responsive - enabling every learner to participate and progress in their academic and social development

The BCE Model of Pedagogy is used by teachers to guide planning, teaching and assessing by:

- Focusing on student progress and planning to accelerate this
- Establishing clear learning intentions and success criteria from the Australian/Religion Curriculum
- Activating learning and multiple ways of knowing and doing
- Responding with feedback to support the student in their next steps to achieve the success criteria
- Evaluating the impact of teaching on each student's learning progress and achievement

Unity Way: Teaching and Learning Framework

Teaching and learning practices at Unity College are informed by the *Unity Way*: Teaching and Learning Framework.

The Unity Way: Teaching and Learning Framework

The BCE Model of Pedagogy underpins the 'Unity Way' Teaching and Learning Framework. Developed through P-12 representation across the college, the *Unity Way* identifies how teachers and students collaborate to achieve success and growth in learning. The *Unity Way* brings together the principles and practices of learning and teaching that lead to success for all learners. These principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework, The Alice Springs (Mparntwe) Declaration and an evidence-base upon which teachers can ensure that all students are progressing in their learning and development. It provides a common language for planning and reflection on learning and teaching for both staff and students.

MoP	Focus	Establish	Activate	Respond	Evaluate
Our Way	"Knowing what to teach and who is learning"	"Constructing and articulating learning goals"	"Right pedagogy, right time"	"Targeted next steps"	"Evaluate the teaching through the learning"
As a teacher at Unity:	• We know the curriculum • We know our students as learners	• We make learning goals intentional and clear • We ensure the learning process is collaborative	• We establish a positive learning environment • We teach explicitly to the success criteria • We use multiple evidence-based approaches	• We provide timely and specific feedback that targets growth • We use data to inform next steps for learning	• We evaluate our impact through student growth and achievement
As a student at Unity:	• We learn to know our strengths • We learn to know our areas for growth	• We know what we are learning • We know how to check for progress • We know what to do when we need support	• We learn through multiple ways to ensure understanding • We can demonstrate our learning in multiple ways	• We know how to improve their learning • We know how to engage with feedback	• We acknowledge our own achievement and progress • We set future goals for learning growth
So that we are	Motivated and Active Learner	Curious, Collaborative & Innovative Learners	Creative Problem Solvers	Adaptive and Open-Minded Global Citizens	Lifelong Learners

Teaching + Learning: The Unity Way

Supporting Document for Teaching & Learning Framework

The central tenet of the *Unity Way: Teaching and Learning Framework* is Brisbane Catholic Education's Model of Pedagogy. The *Unity Way* outlines what it is that allows for successful learning at Unity in all stages of the learning cycle, whilst also identifying what it is that is expected of teachers and students to ensure that it is a collaborative partnership. The objectives of the Teaching and Learning Framework are informed by The Alice Springs (Mparntwe) Declaration, ACARA General Capabilities, and QCAA priorities. Broader community input was also gathered through survey College families to identify what success looks like in the Unity College context.

COLLABORATIVE PRACTICES

At Unity College, teaching staff are working towards professional learning communities which collaborate to support teaching and learning and develop student well-being. The College aims to ensure that each child is equipped with the essential skills required to achieve success in whatever pathway they have chosen.

Unity College aims to achieve a professional learning culture of collaboration through the following:

• teachers engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice (Australian Professional Standards for Teachers).

This is achieved through two formal meetings facilitated by the PLL or TLL to ensure best practice. In addition to this, teaching staff have the opportunity to collaborate informally during professional collaborative days and PPCT.

• teachers work together to research, plan and design effective teaching strategies and programs

The *Unity Way*: Teaching and Learning Framework underpins expected practice and adherence to curriculum requirements and priorities. This ensures a shared understanding of best practice across the college.

• teachers engage in professional dialogue to evaluate and modify teaching strategies and programs

Through our College's Inclusive Education team, teaching staff are supported in their engagement with differentiated practices to allow for students to access the curriculum that is age and stage appropriate.

• teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes

The College is working towards an open classroom environment where Walks and Talks are used to support professional growth and enhance a culture of reflective practice.

• there is collective ownership of learning goals and outcomes, for both the individual and whole-school

The College is working towards a consistent practice of knowing students as learners first when engaging in curriculum planning and delivery. This is underpinned by the *Unity Way*: Teaching and Learning Framework.

• teachers undertake leadership roles that include initiating and leading professional discussions with colleagues to evaluate practice (Australian Professional Standards for Teachers)

In the College, there is a Professional Practice Group who support the continued development of teachers through the career stages of the Australian Professional Standards for teachers.

• collaboration is prioritised and sufficient time is given to investing in the practice

The College Leadership Team ensures that collaboration is supported through the following:

- Alignment of Junior Phase teaching staff's PPCT
- Regular curriculum team meetings (twice per term)
- Regular middle leadership team meetings (four per term)
- Collaborative Planning Days
- Additional teacher planning release throughout the year

CURRICULUM DELIVERY

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for learning areas named in the Australian Curriculum. Multiple opportunities are provided for each student to develop and demonstrate the knowledge, understanding and skills outlined within the Australian Curriculum through developmentally appropriate and differentiated learning experiences.

The Religion Curriculum P-12 is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools. As an integral component of Catholic education, the teaching of Religious Education is based upon developing religious knowledge, deep understanding, and skills as outlined in the curriculum achievement standards and content elaborations for all year levels. Where practical, Catholic Perspectives are also identified to promote an interrelated approach to the teaching of Religion across the curriculum. Religious Education is aligned with the Archdiocesan vision, relevant system policies, and guidelines.

The College's organisation of curriculum emphasises our strategic priority for the students' development of literacy and numeracy, while also emphasizing a broader education through learning and teaching cycles across all curriculum areas. A further breakdown of curriculum content and time allocations is accessible in the section below.

Across the school, the following subjects are taught to all students:

Curriculum Area	P-6 Organisation	7-10 Organisation	11-12 Organisation
Religious Education	Taught and assessed by classroom teacher	Taught and assessed each year by collaborative teams	Study of Religion Religion and Ethics
English	Taught and assessed by classroom teacher	Taught and assessed each year by collaborative teams	Literature General English Essential English
Mathematics	Taught and assessed by classroom teacher	Taught and assessed each year by collaborative teams	General Mathematics Specialist Mathematics Mathematical Methods Essential Mathematics
Health and Physical Education	Health: Taught and assessed by classroom teacher Physical Education: Taught and assessed by specialist teacher	Taught and assessed each year by collaborative teams	Health and Physical Education
Science	Taught and assessed by classroom teacher	Taught and assessed each year by collaborative teams	Biology Chemistry Physics Marine Biology

Humanities	Taught and assessed by classroom teacher	Taught and assessed each year by collaborative teams	Ancient History Modern History Geography Legal Studies Social & Community Studies Business
The Arts	Visual Art, Drama, Media Arts: Taught and assessed by classroom teacher Music, Dance: Taught by specialist teacher	Taught and assessed each year by collaborative teams	Dance Dance in Practice Visual Art Drama Drama in Practice Music
Technologies	Taught and assessed by specialist teacher	Taught and assessed each year by collaborative teams	Digital Solutions Engineering Skills Food and Nutrition Furnishing Skills
Languages	Taught and assessed by specialist teacher (Years 5 and 6)	Taught and assessed each year by collaborative teams	Japanese
VET			Cert III Christian Ministry and Theology Cert IV Justice Cert III & IV School Based Education Support Cert II Hospitality & Cert III in Events Cert III Engineering Cert III Fitness Cert II & III Health Support Services Cert III in Visual Art

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Curriculum Access and Time Allocations

The Australian Curriculum and Religion Curriculum guide the time allocations for learning areas. The allocation of time is based on the content of the curriculum and is flexible to suit the local context of schools. Schools may allocate more time to learning areas that are a priority.

Junior Phase (P-6) Curriculum Delivery

In the Junior Phase, specialist teachers in the areas of Languages (Japanese – Years 5 and 6), Technologies, Music/Dance, Physical Education and library (Prep – Year 4) provide non-contact time, which influences school decisions on time allocations.

Classroom and specialist teacher timetables are reflective of the school context and priority areas.

Learning Area	Time Allocation	Based on a 39-week year						
		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	Hrs/Wk	2.5	2.5	2.5	25	2.5	2.5	2.5
English	Hrs/Wk	7	7	7	7	7	7	7
Maths	Hrs/Wk	5	5	5	5	5	5	5
Science	Hrs/Wk	1	1	1	1.5	1.5	1.5	1.5
Health &Physical Education	Hrs/Wk	2	2	2	2	2	2	2
HASS*	Hrs/Wk	1	1	1	1.5	1.5	2	2
The Arts**	Hrs/Wk	1	1	1.15	1.15	1.15	1.15	1.15
Languages***	Hrs/Wk						1.5	1.5
Technologies: Design and Technologies	Hrs/Wk	0.5	0.5	0.5	1.0	1.0	1.5	1.5
Technologies: Digital Technologies	Hrs/Wk	0.5	0.5	0.5	1.0	1.0	1.5	1.5

*HASS: P-2 History and Geography; Y3-4 History, Geography and Civics; Y5-6 History, Geography, Civics and Citizenship and Economics and Business

**The Arts: Access to Dance, Drama, Media Arts, Music and Visual Arts is to be provided within each band (P-2, 3-4,5-6)

***Languages: Y5-6 are required years of study (1.5hr/wk.), the College is currently offering 50 minutes each week.

Secondary (7-12) Curriculum Delivery

In the Secondary Phase, all subjects are taught by specialists and led by a Teaching and Learning Leader who ensures curriculum alignment, pedagogical practice, data response and collaboration amongst the team. Students in Years 7-8 engage in rotations of electives to allow for them to experience all aspects of the Australian Curriculum. In Years 9-10, students have the option of selecting electives and are supported in these decisions with our Career's Program led by the Pathways Team. In Years 11 and 12 students have a range of curriculum options that are designed to support them in their chosen pathway for work or education beyond school.

<table>
<tr><th></th><th colspan="6">Timetable</th></tr>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><th></th><th colspan="6">HOURS PER 10 DAY CYCLE</th></tr>
<tr><td>English (including Literacy in 7 and 8)</td><td>8</td><td>8</td><td>7</td><td>7</td><td>8</td><td>8</td></tr>
<tr><td>Mathematics (including Numeracy in 7 and 8)</td><td>8</td><td>8</td><td>7</td><td>7</td><td>8</td><td>8</td></tr>
<tr><td>Science</td><td>6</td><td>6</td><td>6</td><td>Offered as an elective sequence for at least 1 semester</td><td>8</td><td>8</td></tr>
<tr><td>History</td><td rowspan="2">5</td><td rowspan="2">5</td><td>5</td><td rowspan="4">Offered as an elective subject</td><td>8</td><td>8</td></tr>
<tr><td>Geography</td><td rowspan="3">Offered as an elective sequence for at least 1 semester</td><td>8</td><td>8</td></tr>
<tr><td>Economics / Business</td><td></td><td></td><td>8</td><td>8</td></tr>
<tr><td>Civics</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Religious Education</td><td>5</td><td>5</td><td>5</td><td>5</td><td></td><td></td></tr>
<tr><td>HPE</td><td>4</td><td>4</td><td>4</td><td>4</td><td></td><td></td></tr>
<tr><td>Elective 1 (The Arts)</td><td>4</td><td>4</td><td>6</td><td>6</td><td></td><td></td></tr>
<tr><td>Elective 2 (DT/ DTFS)</td><td>4</td><td>4</td><td>6</td><td>6</td><td></td><td></td></tr>
<tr><td>Elective 3 (STEM [DIG, EB, CIV]/ Lang)</td><td>4</td><td>4</td><td></td><td>6</td><td></td><td></td></tr>
<tr><td>GP (Well-being and Careers)</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>TRJ</td><td></td><td></td><td>2</td><td>2</td><td></td><td></td></tr>
<tr><td>Totals</td><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr>
</table>

Planning, Teaching, Assessing and Reporting Cycle

Plan	Teach	Assess	Report
Plan collaboratively using the curriculum achievement standards and content Plan to make explicit the formative and summative assessment opportunities, aligned with the achievement standard throughout the teaching and learning cycle Reach an understanding of what successful learning looks like (front-ended summative assessment), aligned with the achievement standard	Provide/co-construct success criteria with students to make clear what successful learning looks like, using the assessable elements Use models, examples and 'bump it up' strategies with students to guide them in establishing where their current progress is against the achievement standard and what their next steps will be to improve Use formative assessment strategies to collect evidence of progress to: a) provide feedback to students about their progress towards the success criteria; and b) inform the responsive and targeted teaching responses to move learning forward	Provide assessment opportunities for students to demonstrate what they know, understand and can do Make judgements about the evidence of learning as it aligns with the achievement standard Moderate student work to develop consistency of judgements	Make reporting judgements twice per year, using a 5-point scale, based on the body of evidence collected over the learning period

Year Level/Band Planning

The Primary Learning Leader and Teaching and Learning Leaders monitor the implementation of the approved curriculum ensuring students can appropriately access and demonstrate the knowledge, understanding and skills of the curriculum areas.

Year level/band planning is mapped using scope and sequences to ensure coverage of the approved curriculum and includes:

- The school name, calendar year and relevant year level/s
- An outline of the sequence of learning (content descriptions) and assessment (achievement standards) for the year
- An outline of how the general capabilities and cross-curriculum priorities are developed
- Identification of curriculum content that is integrated with other learning areas/subjects (if relevant)
- An outline of how evidence of learning will be gathered.

Class/Unit Planning

Teachers are responsible for the documentation of class/unit planning, consulting and collaborating with learning leaders as required. Class/unit plans include:

- The school's name, relevant year level/s and nominated period (e.g., Term 2, Weeks 6-10)
- The focus and context for learning
- Relevant aspects of the curriculum achievement standard in alignment with year level/band planning
- General capabilities and/or cross curriculum priorities relevant to the unit focus
- The evidence of learning that will be gathered in the assessment
- A sequence of teaching and learning strategies
- An outline of adjustments (if required) necessary to cater for the varied needs and abilities of students

Assessment

Assessing student learning is an integral part of the teaching and learning process at Unity College. It informs teachers about the impact of their teaching and allows students to demonstrate the extent of their knowledge, understanding and skills. Unity College assesses student learning using the Australian Curriculum/Religion Curriculum achievement standards.

Assessment of student learning takes place at different levels and for different purposes within a cycle of learning, including:

- Ongoing *formative assessment* for the purposes of monitoring learning, providing feedback, to inform teaching, and for students to inform their learning
- *Summative assessment*, at the conclusion of all learning cycles, for the purposes of informing twice-yearly reporting by schools to parents and guardians on the progress and achievement of students

Formative Assessment

The purpose of formative assessment is to provide regular opportunities for feedback on the progression of student outcomes across teaching and learning cycles. Formative assessment includes:

- Gathering information about the learners
- Analysing and interpreting that information, and
- Using evidence to adapt the teaching to meet the learning needs of students

Summative Assessment

The purpose of summative assessment is to provide evidence of student learning against achievement standards within learning areas. Summative assessment:

- Provides opportunities for students, in the context of the task, to demonstrate their depth of knowledge, understanding and skills
- Provides a way of describing student achievement with reference to the relevant achievement standards
- Gives visibility to how judgements are made about the quality of the evidence demonstrated by the student
- Provides a platform for feedback on student achievement specific to the individual
- Informs the impact of teacher practice on student outcomes
- Supports whole school moderation processes to align curriculum, pedagogy, assessment and reporting

Teachers engage in professional dialogue to develop assessment opportunities which:

- Align with the element/s of the achievement standard being addressed
- Enable students to demonstrate a greater depth of conceptual understanding, application of essential knowledge and sophistication of skills
- Reflect the Principles of Assessment in which evidence is: valid, equitable, aligned and evidence based

Moderation

The moderation process at Unity College is focused on professional conversations and sharing expectations about the extent of student learning and achievement. Through engagement with this process teachers build capacity to understand curriculum intent, identify evidence of student learning, determine and develop appropriate pedagogical practices and moderate judgements about student learning.

Moderation is formally schedule at the end of summative assessment and the College is working towards a moderation process that encompasses the learning cycle from beginning to end. The aim for the development of such processes is to see teaching staff have a clear conceptual understanding of what is that students need to be able to demonstrate in their learning before beginning the learning cycle to allow for effective and responsive learning experiences. Staff also engage in moderation discussions informally throughout a cycle of learning to maintain consistency of teacher and student expectations.

Moderation in the Junior Phase (P-6)

In the Junior Phase, moderation occurs informally in all learning areas throughout a cycle of learning. Year level teachers engage in discussions, frequently with the PLL, to ensure consistency of judgements across the cohort. The development of criteria sheets, aligned with ACARA Achievement Standards, has been implemented to allow for improved consistency within year levels.

Moderation in the Secondary Phase (7-12)

The moderation process at Unity College is focused on professional conversations and sharing expectations about the extent of student learning and achievement. Through engagement with this process teachers build capacity to understand curriculum intent, identify evidence of student learning, determine and develop appropriate pedagogical practices and moderate judgements about student learning.

In the Middle and Senior Phase, moderation is formally scheduled by TLLs multiple times per term. Staff also engage in moderation discussions informally throughout a cycle of learning to maintain consistency of teacher and student expectations.

Consistency of Teacher Judgement Day (CTJ) is also used to support moderation for teaching staff- both within the College, and with other schools for our smaller departments.

Reporting

At Unity College we report to parents/guardians at the end of Semester 1 and 2. For Prep to Year 6 a five-point scale is used, and for years 7-10, a fifteen-point scale. Reporting builds school-parent partnerships to improve student learning. Reporting processes are clear for parents, so they understand their child's level of achievement against expected standards, how they are engaging with learning and how they may be able to improve. For Years 11 & 12, reports are issued to coincide with the end of units and a 5-point scale is used.

At Unity College, we draw from a range of reporting practices, both formal and informal, to build home-college partnerships as we strive to improve student learning. These practices include, but are not limited to:

Informal	Formal
• Parental Involvement in class and school activities • Before and after school conversations • Written correspondence between home and school • Telephone Calls	• Report Cards • Regular Year Level correspondence • Parent teacher Information Evenings • Student Support Team Meetings • Whole School Annual Reports • Celebrations of Learning (Awards ceremonies) • Parent/Teacher conferences • 3-way conferences • NAPLAN Results

Monitoring and Evaluation using Data

At Unity College, we use a range of student data sets to inform learning and teaching that improves student engagement, progress, achievement and wellbeing. This includes:

- Performance – NAPLAN
- Progress – monitoring data in literacy and numeracy
- Engagement – attendance, behaviour, survey data
- Community satisfaction – survey data
- Teacher – attendance, survey data

In Junior Phase, during regular collaborative planning sessions with the Primary Learning Leader, teachers engage with a wide range of student data including ACER data, NAPLAN, FLMT data, PM Benchmarking data and additional data relating to attendance found on BI. Further resources are provided to staff via email or whole-staff meetings to assist them in developing skills in analysing data.

In the Secondary Phase, teachers engage with a wide range of student data, including ACER data, NAPLAN data, SRS data and additional data relating to attendance which is found on BI. This data informs the early stages of planning as teaching teams establish their understanding of their students as learners. These processes are supported and mapped by the Unity College Data Plan.

In Middle Leadership, discussions are led by the Junior and Secondary Phase Assistant Principals, supported by the Teaching and Innovation Leader and Primary Learning Leader to identify key priorities for planning and curriculum delivery in the next cycle of learning.

The Unity College Data Plan is designed to outline how and why we collect and analyse data and to support our teachers, school officers, leaders and students to work towards becoming confident users of data.

Differentiation

At Unity College, we recognise that every classroom is made up of learners with diverse prior knowledge, interests, abilities, and aspirations. The BCE Learning and Teaching Framework guides our beliefs at the system, school and class level. As such, we share the beliefs that:

- Every learner is in some respect, like all others, like some others, like no other, and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the spirit to be at the service of others

Differentiation at Unity College is well considered and can occur in various forms:

- Content - knowledge, understanding and skills that connect to the approved curriculum
- Process – the methods and approaches used by students to make sense of content
- Product – the demonstration of what students know, understand and are able to do after a period of learning
- Affect – how students' emotions and feelings impact their learning
- Readiness – a student's current proximity to specific knowledge, understanding and skills
- Interest – that which engages the attention, curiosity, and involvement of the student
- Environment – the physical and emotional context in which learning occurs

Levels of Teaching Response

At Unity College, we implement the Levels of Teaching Response Framework (LOTR). This is a way of thinking and working with effective first teaching at the foundation. The aim is to ensure that effective first teaching is taking place before consideration of other levels of support.

The Levels of Teaching Response provide us with a framework to make informed decisions to support student progress and achievement. The information below provides an overview of how the LOTR is enacted at Unity College.