

Tallangatta Secondary College Policy Manual	Student Learning Outcomes Policy	Council Meeting: MARCH 2018
Information: 0260715000 Manager: Principal	Related Policies: Curriculum Framework Policy Teaching and Learning Policy	Reviewed: Every four years

Rationale/Aims:

The role of every educational facility is to improve the student learning outcomes for all its students. Tallangatta Secondary College holds this goal as central to its functioning across all areas.

This statement is to document Tallangatta Secondary College's strategies to plan for and improve student learning outcomes.

Implementation:

Our school has an annual assessment schedule to assess student learning and provide accurate feedback to students and report to parents.

Policy and Procedures:

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. This document is updated every 4 years.

The school's Annual Implementation Plan (AIP) will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the school community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data plays a key part in the ongoing school improvement process.

Data collection:

The school will continuously monitor student outcomes using a variety of assessment strategies and tools. Testing is completed approximately every 6 months, so that progress can be measured and relative growth determined. Main school-based testing is done at the end of Term 1 and Term 3 each year, in order to make comparisons.

Student data is collected via:

- NAPLAN.
- Moderated writing samples.
- On Demand testing (English and Maths based).
- Teacher judgements against the Victorian Curriculum standards.
- VCAA/VCE examinations and results data.

The School Leadership team (Principal class, Learning Specialists, Year Level Coordinators) will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

Data analysis:

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Classroom teachers will be encouraged to create a class profile informed by a range of data, and use this to differentiate learning for all students.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Plan, provision of extra teaching support and/or referral for further assessments.

Determining students "At Risk" in Literacy:

A range of data sets (NAPLAN, VIC Curriculum, Ondemand, moderated writing samples and observational notes) will be used to inform the identification of students 'at risk' in Literacy. An intervention program targeting Writing (Semester 1) and Reading (Semester 2) will be available to students in Year 7 and 8.

Data and achievement reporting:

Data will be reported in different ways according to the audience. For specific information please see Reporting and Assessment Handbook

For students: Feedback will be given about current learning and areas for future learning. Staff will use the "Feed Up / Feed Back / Feed Forward" model.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey. Learning Walks will be conducted routinely to provide qualitative data on student learning. Classroom observations based on the College's agreed instructional model (Effective Teaching Techniques or ETT) occur once per term in Triad groups.

For parents: Teachers, and other staff, will provide feedback regarding student achievement throughout the year via:

- Student reports: 8 cycles (2 per term) of Growth Point Average (GPA) reports and 2 Semester reports per year.
- Student Led Conferences: one per term, total of four per year.
- Teacher initiated meetings: organised throughout the year, as needed to discuss student progress.
- Email/phone call discussions: organised throughout the year, as needed to discuss student progress.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website. School newsletter and Tallangatta Herald highlight and celebrate successes.

Review Process:

This policy will be reviewed every four years.

This policy will also be updated if significant changes are made to school regulations and circumstances.